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INTERNATIONAL SERVICES OF TURKU UNIVERSITY OF APPLIED SCIENCES

– future opportunities



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INTERNATIONAL SERVICES OF TURKU UNIVERSITY OF APPLIED SCIENCES- FUTURE OPPORTUNITIES

This thesis is about the International services of Turku University of Applied Sciences. The International services of Turku University of Applied Sciences have had the same structure for a very long time. Now that Turku University of Applied Sciences is going through a massive change period by becoming a limited company, getting in the near future a new campus-building and getting less funding from the Ministry, it was an excellent time to investigate the functions of the International services and to find out if there are any changes that should be made.

The theoretical part of this thesis focuses on organization structures and the importance of strategies. The empirical part consists of the key findings of the interviews with different kind of quarters that are working in the field of internationalization of a higher education institution. According to the finding of the interviews and to the theoretical part, I created in the end four different scenarios for the future of Turku University of Applied Sciences International services.

The interviews show that there are many possibilities how to organize the International services of a higher education institution. There is no single solution how to organize the International services to be the most effective, because the structure depends on the size of the organization, the amount of personnel that the organization needs for the international services, probable different locations where the organization is functioning, and the list will go on and on. The scenarios that are made on the basis of the interviews and the theory part are made to fit the possibilities that Turku University of Applied Sciences could have.

KEYWORDS:

Internationalization, higher education institution, organization structure, strategy

Anu Pellinen

TURUN AMMATTIKORKEAKOULUN KANSAINVÄLISET PALVELUT- TULEVAISUUDEN MAHDOLLISUUDET

Tämä opinnäytetyö käsittelee Turun ammattikorkeakoulun kansainvälisen palvelun toimintaa. Turun ammattikorkeakoulun kansainväliset palvelut ovat toimineet pitkän ajan nykyisellä organisaatio rakenteella. Nyt kun Turun ammattikorkeakoulu on suurten muutosten edessä, kun yhtiömuodoksi tulee osakeyhtiö, mahdollinen uusi kampus rakentuu lähivuosien aikana ja opetusministeriöltä saatu rahoitus pienenee, niin oli paras mahdollinen aika tutkia kansainvälisten palvelujen toimintaa ja selvittää onko toiminnassa jotain mitä tulisi muuttaa.

Tämän opinnäytetyön teoriaosuus keskittyy organisaatio rakenteisiin sekä strategian merkitykseen. Empiirinen osuus koostuu löydöistä, jotka on tehty haastatteluista eritahojen kanssa, jotka työskentelevät korkeakoulujen kansainvälistämisen parissa. Näiden haastattelujen sekä teoriaosuuden pohjalta on tehty neljä eri skenaariota Turun ammattikorkeakoulun kansainvälisten palveluiden mahdollisesta tulevaisuudesta.

Haastatteluista kävi ilmi, että on monta eri tapaa organisoida korkeakoulu sektorin kansainväliset palvelut. Ei ole yhtä oikeaa tapaa miten korkeakoulun kansainväliset palvelut tulisi organisoida, jotta se toimisi mahdollisimman tehokkaasti. Kansainvälisten palvelujen organisointiin vaikuttavat organisaation koko, tarvittavan henkilöstön määrä kansainvälisissä palveluissa, mahdolliset eri toimipisteet jossa organisaatiolla on toimintaa, ja lista vain jatkuu ja jatkuu. Skenaariot, jotka tässä työssä esitellään, ovat tehty niitä mahdollisuuksia ajatellen, joita Turun ammattikorkeakoululla voisi olla.

ASIASANAT:

Kansainvälisyys, korkeakoulu, organisaatio rakenne, strategia

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LIST OF ABBREVIATIONS (OR) SYMBOLS

(Write a list of symbols or abbreviations here. If you do not use a list of abbreviations or symbols, remove this page. Use the "Abbreviations or symbols" text style when you write the list.)

UAS	Universities of Applied Sciences
TUAS	Turku University of Applied Sciences
CARPE	The Consortium on Applied Research and Professional Education. It is strategic alliance of a number of European universities of applied sciences.
TUO	Student union of Turku University of Applied Sciences
DEAN	Director of education
RDI	Research, Development and Innovation
MESSI	Intranet of Turku University of Applied Sciences
UTU	University of Turku

1 INTRODUCTION

A strategy sets the goals for the internationalisation of the higher education institution system. Internationalisation of higher education institutions promotes diversity in the society and business community, international networking, competitiveness and innovativeness, as well as improves the well-being, competence and education of the citizens. Higher education institutions define the focus areas of their international activities as part of their overall strategies on the basis of the aims of the national strategy. (Ministry of Education, Department for Education and Science Policy, 9-11)

This thesis is about internationalization of a higher education institution and to be more specific it is about the International services of Turku University of Applied Sciences (TUAS). With the term International services, I mean in this thesis all the international functions of a University of Applied Sciences (UAS). Every University of Applied Sciences has its own way of structuring and organizing its international services. The structure of the International services depends for example on how many campuses the University of Applied Sciences has, how far away the campuses are located from each other.

The International services of TUAS has had the same organizational structure for a very long time. During the next years TUAS is going through a massive change period by receiving less funding from the Ministry in Finland, becoming a limited company, rearranging functions in the organization, renting in the near future a new campus-building and placing the decentralized campuses in Turku closer to each other. At the moment it is an excellent time to do a research project about the functions of the International services to find out if there are any changes that should be made in that department.

The aim of this thesis is to find out if the International services of TUAS are functioning as effectively as it can be and should there be made improvements in the current organization structure of the International services. In this thesis the current effectiveness is measured according to the mobility figures, which

will be introduced in the chapter five, where the performance of TUAS will be compared with the figures from the other UAS in Finland and with the CARPE-partners of TUAS. CARPE is the Consortium on Applied Research and Professional Education. It is the strategic alliance of a Hamburg University of Applied Sciences, HU University of Applied Sciences Utrecht, Manchester Metropolitan University, Turku University of Applied Sciences and Universitat Politècnica de València. The possible improvement aspects for the organization structure of the International services are reflected to the strategy of internationalization of higher education institutions that is made by the Ministry of Education in Finland. As additional information I wanted to find out what other possibilities the new campus building can give to the organization structure of the TUAS International services.

The second chapter of this thesis will look into the terms of strategy and organizational structure, by defining the meaning of strategy and organizational structure. I will also give examples of different organizational structures. The third chapter will introduce parts of the strategy that the Ministry of Education has given for the internationalization of higher education institutions and the strategy that TUAS has made for the internationalization. The strategy made by the Ministry of Education shows the direction of the internationalization of higher education institutions in the near future. The higher education institutions define the focus areas of their international activities as part of their overall strategies on the basis of the aims of the national strategy. They focus on measures in the national strategy in line with their own profiles. Ministry of Education, Department for Education and Science Policy 2009, 5,11)

The fourth chapter in this thesis will introduce the used data collection and data analysing method.

The chapters five, six and seven and consist of the key findings of the interviews that I did with the International Managers of four other University of Applied Sciences in Finland, with the three strategic international partners of TUAS, with the International relations manager of UTU and with the personnel of TUAS that is working for the internationalisation. From basis of the conclusions

of these interviews and the other theoretical material I have done four different scenarios, in the chapter eight, on how the future can look like for the international services of TUAS.

1.1 Current situation of the International services of TUAS

The main objective of the international activities at Turku University of Applied Sciences is to increase the abilities of its students and personnel to act in the international and multicultural working life. TUAS' international activities have established their position in the education development work, and the extensive international cooperation network enables high-quality international collaboration in the field of education. TUAS has a wide network of partner Universities of Applied Sciences and Universities all over the world, but mainly the international cooperation focuses on the Baltic Sea region and the rest of Europe. (<http://messi/english/Pages/Frontpage.aspx>, 2013)

The central forms of the international activities are student and practical trainee mobility, teacher and expert mobility and international collaboration projects which are increasingly carried out together with working life. The multicultural study environment, created by TUAS' foreign degree students, exchange students at different campuses and foreign teachers, provides opportunities for internationalization at home both for the students and personnel. The aim of all the activities is to guarantee that all students and members of the personnel have equal and high-quality opportunities to internationalize. (<http://messi/english/Pages/Frontpage.aspx> 2014, TUAS Communication office 2014)

The International Relations Manager is responsible for the internationalization at TUAS. The International Relations Manager has four subordinates and together they all form the central International Office.

The International Office coordinates TUAS' international activities and provides support services for TUAS' faculties. The International Office is in charge of the concerted international services intended for incoming and outgoing exchange

students and trainees. These include, for instance, arranging general orientation sessions for incoming and outgoing students and paying grants for the outgoing students. The duty of the International Office is also to support students' internationalization at home by organizing international tutoring and GetFInternational courses. For members of the personnel, the International Office organizes training sessions related to internationality and guides the personnel in questions concerning teacher and staff mobility. (TUAS Communications office 2014)

In addition to the above, the International Office is responsible for TUAS' international communications and mobility projects. The administration of international agreements, compiling statistics and reporting on international affairs is also under the International Office's responsibility. (TUAS Communications office 2014)

The four faculties of TUAS have also employees working for international services. Every faculty has one employee working as an International Relations Coordinator. In one faculty the coordinator is also a lecturer and in the other three faculties the coordinator is an administrative member of the personnel. Beside the International Relations Coordinator, there are in two faculties in total three employees with the title International Relations Assistant and in one faculty there is one employee with the title International Relations Officer. All of these employees are working for the internationalization of TUAS and they have their supervisor in the faculties.

In the chapter seven will be explained more detailed the job descriptions of these different titles.

The central International office personnel, the coordinators, assistants and officers in the faculties' form the TUAS International team, together with the student representative. This team meets ones in the month. Some of the faculties have also an international team in the faculty, which consists of for example lecturers, degree programme managers, director of education, international relations coordinator and assistant. The participants vary in the faculties. There

are also different practices according to the meeting schedules of these teams in the faculties, because some teams meet once in the month and others two to three times in the semester. These two above mentioned teams form the TUAS extended international team, which meets once in a semester.

The current organization structure of the International services of TUAS has the following form:

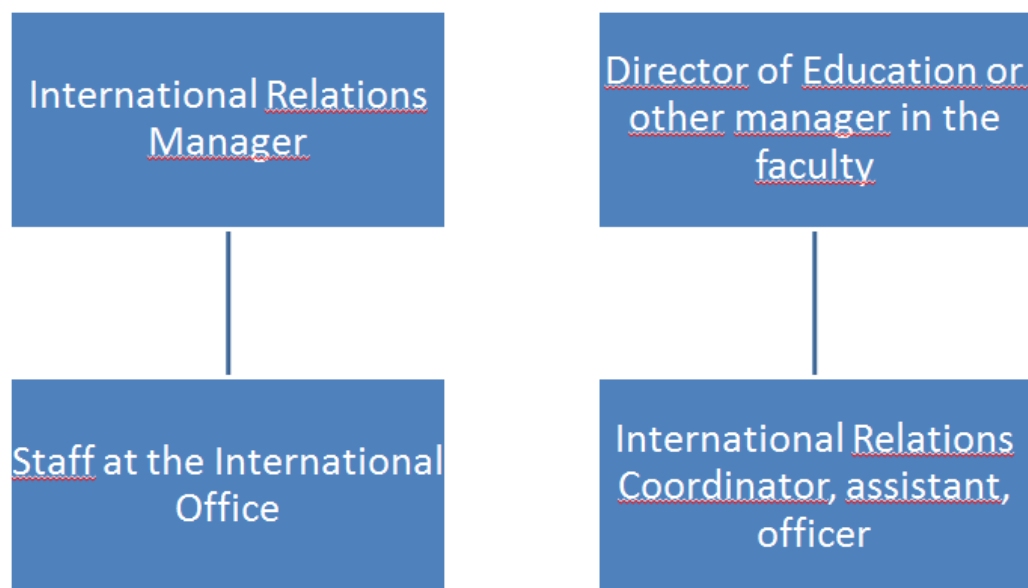


Figure 1: Organization structure of TUAS International services (Pellinen, 2014)

1.2 Research questions

The main research question of this thesis

1. How are the International services of TUAS functioning at the moment?
2. Should the International services of TUAS be structured differently?

Sub-research questions of this thesis are

- What possibilities does the new campus give for the structure of international services?

- How might the structuring of the international services effect to achieve the goals of the strategy?
- What benefit do the different teams, which work on the internationalization of TUAS, give for the internationalization of TUAS?

2 THEORY OF ORGANIZATION STRUCTURE AND STRATEGY

2.1 Strategy

The starting point of functions in all organizations is the making of some benefit, such as added value for some quarter outside the organization, such as customers. To be able to answer this challenge to produce the benefit for the quarter outside the organization, the organization has to be able to answer the questions “What benefit do we produce?” and “Who is our customer and why does he/she do business with us?” (Lindroos, Lohivesi 2010, 17)

A strategy sets the organization’s direction and the strategy can be made for short- and long-term goals. The strategy delineates which products and markets the company will pursue and, as important, those it will not pursue. The strategy specifies the source of competitive advantage for the organization and how the company will differentiate itself in the marketplace. (Galbraith, Downey, Kates, 2001, 3)

Strategy is the cornerstone of the organization design process. If the strategy is not clear or not agreed upon by the leadership team, there are no criteria on which to base other design decisions. Without knowing the goal, it is impossible to make rational choices along the way. (Galbraith, Downey, Kates, 2001, 3)

In order for the strategy to reach the whole personnel of the organization and in order for the personnel to commit to the strategy, the description of the strategy should be logical and clear. (Salminen, 2008, 31)

Daugherty et al. (2011) states that further research suggest that successful strategies must be based on the organization’s main distinctive capabilities and skills in order to achieve sustainable competitive advantage. Therefore, organizational structure cannot be regarded exclusively as an element of strategic implementations. Instead, managers should consider it as an element of strate-

gy formulation, as a resource, which can help improve performance. (Daugherty, Chen, Ferrin 2011, 26)

2.2 Organization structure

Organization design is the deliberate process of configuring structures, processes, reward systems, and people practices and policies to create an effective capable of achieving the business strategy. (Galbraith, Downey, Kates, 2001, 2) In this chapter I will concentrate on the theory of organization structure.

Organizational structure is defined by Mintzberg (1983) as “the set of all the ways in which the work is divided in to different tasks, achieving coordination”. Child (1972) defines the term as “the formal allocation of work roles and the administrative mechanism to control and integrate work activities including those which cross formal organizational boundaries”. (Martínez-León, Martínez-García 2011, 542)

Structure in relation to an organization is like anatomy in relation to the human body. The structure defines how assets and resources are distributed over the organization and how roles and responsibilities are allocated (rather as in the case of bones, muscles, the head, the feet, organs, etc for the human body). There is no such thing as the one and only right structure for a particular organization. It is essential, however, that the organization structure is designed in such a manner that it allows the organization to execute its strategic priorities successfully. In other words, it is important that the structure is aligned with the strategic priorities. Structure is also dynamic factor because it can be change over time as consequence of new organizational conditions, which can occur when the organization is for example in a finance crises. (Eigenhuis, Van Dijk, 2007, 122, Martínez-León, Martínez-García 2011, 543)

The ways in which tasks are grouped into jobs and jobs into organizational units is part of the division of labor. The division of labor refers to splitting the work of the organization among employees, each of whom performs a piece of the whole output-generating process. Grouping similar or closely related activities

together into organizational subunits procedures departments and /or division from which combination of organizational structures are built. (Hatch, Cunliffe 2013, 92)

Some people believe that hierarchy is a fundamental aspect of life; they find evidence to support their belief in things like the pecking order observed among chickens and the way wolves and dogs demonstrate domination and submission in their relationship to each other and to humans. Hierarchy is the basis of an structure and most if not all organizations have a hierarchy which they follow inside the organization. The hierarchy defines formal reporting relationship such that it maps the organization's vertical communication channels- downward and upward. (Hatch, Cunliffe 2013, 93)

In the past, many managers believed that every member of an organization should report to only one person so that each member has one clear path through the hierarchy. But dual reporting relationships are increasingly common, as are nonhierarchical lateral connections used to integrate an organization's diverse activities and promote flexibility of response to environmental pressures. (Hatch, Cunliffe 2013, 93)

The organization theorists with modern aspects have examined the relationship of new technology to structure claim that computer technologies and communication networks have made classical organizational and work design obsolete. For example, new technologies reduce the need for physical proximity, hierarchical controls, and the face-to-face mechanisms of integration (e.g. supervision, liaison roles, co-located teams). Technology and structure are significantly related, but the relationship is vastly more complicated in large organization than it is in small ones. (Hatch, Cunliffe 2013, 145)

2.3 Different types of structure

A central theme of structural studies focuses on the debate over whether or not structure follows strategy to produce performance. The relationship of contingency between environments, organization form and function received consid-

erable attention in the classic structure-conduct-performance studies. These studies elaborate changing external circumstances and the need to develop appropriate structural forms other than hierarchical functional structure representative of mechanistic structural thinking. (Wang, Ahmed 2003, 54)

There are several generic organizational designs that organization theorists and managers use as templates for designing organizational structures. (Hatch, Cunliffe 2013, 272)

A straightforward combination of hierarchical dimension, functional dimension and dimension of inclusion and centrality only depicts the formal organizational structure that is primarily reflected in the organizational chart. However, the reality is that there are an increasing number of organizational forms that cannot be simply illustrated by an organizational chart. This evidenced by the emergence of networks, the knowledge-based organization, the virtual organization, etc. (Wang, Ahmed 2003, 53)

Organizational structure influences information flows as well as the context and nature of human interactions. For that reason, at least from a theoretical point of view, the trend observed is the transition from bureaucratic, hierarchical structures to increasingly organic, flexible ones. The horizontal organization, structured around multi-function work teams that facilitate the dissemination of information throughout the firms is regarded as a better option than the typical vertical structure, which makes knowledge transfer more difficult. (Claver-Cortés, Zaragoza-Sáez, Pertusa-Ortega 2007, 45)

Management theorists tend to agree that traditional forms of organizational structure will be replaced by more flexible, agile organizations that can accommodate, and indeed promote novelty, innovation and change. (Nikolenko, Kleiner 1996, 24)

There are many types of structures, but in this chapter I will look deeper in to bureaucratic and mechanistic structures, organic and decentralized structures, which are the most traditional and common structure types. As an example of and organic structure, I will bring out the matrix structure, which is currently

used at Turku University of Applied Sciences. As an example of the new increasing organizations that cannot be illustrated by an organization chart, I will bring out the networking organization.

2.3.1 Bureaucratic and mechanistic structures

Bureaucratic and mechanistic structures are well suited for mass production in a stable environment and were based on the belief that organizations are rational entities, whose design is a science and where people are considered economic components. They are characterized by the following attributes: (Martínez-León, Martínez-García 2011, 544)

- different hierarchy levels, where the organizational vision emanates from the top, and through a long process of downwards communication, reaches the employees
- intense work division, which generates high work specialization
- high degree of horizontal differentiation, with specialized role responsibilities, which implies functional grouping and rigid departmental separation
- high formalization
- high centralization

These organizational forms develop a considerable hierarchical control, where the managers are the key agents responsible for establishing organizational hierarchy and creating highly formalized groups of rules, protocols and formal procedures, which hide information flows through the functional and hierarchical frontiers. Consequently all job roles are organized according to their power and authority. (Martínez-León, Martínez-García 2011, 544)

High specialization impedes the inclusion of expert or new knowledge, and high formalization reduces the capacity for improvisation and creation of new competences. Consequently, bureaucratic structure is designed to deal with routine problems but is unable to cope with novelty or change. (Martínez-León, Martínez-García 2011, 544)

2.3.2 Organic and decentralized structure

Organic and decentralized structures see organizations as complex and social entities, where individuals and social forces compete and interact. Their main characteristics are: (Martínez-León, Martínez-García 2011, 544)

- their flat structures, formed by top managers strategic groups and multi-disciplinary team work, where vertical decision making is replaced by horizontal collaboration
- narrow horizontal differentiation, based on expertise and knowledge specialization rather than on operative specialization.
- low vertical differentiation, as consequence of workers participating in their management and control
- little formalization of behavior, ensuring information distribution and effective coordination.
- decentralized of power and control, resulting in proactive employee participation, organization management and open and trust-based culture

These organizational forma have a flat and horizontal shape, with only three layers of management between the top and front line. Knowledge is created by the employees, who operate as independent and separate actors; but middle management communicate the continuous interactive process by which knowledge is created. These structures are ideal for carrying out particular, unusual and/or complex tasks that frequently change, as their specialization is based on knowledge and this asset is, by its very nature, flexible and inclined to change. (Martínez-León, Martínez-García 2011, 545)

Organic structure is more conducive to learning than a mechanistic one. Organic structure facilitates the crossing of organizational levels and boundaries, and the communication; consequently the relevant knowledge and expertise is today normally distributed widely among member groups within organizations. A mechanistic structure is less conducive to effective learning, especially in the contemporary environment, because it encourages differentiation between units

and their disassociation into separate reporting. (Martínez-León, Martínez-García 2011, 545)

2.3.3 Matrix organization

The essence of a matrix design is that a typical vertical hierarchy is overlaid with a horizontal structure commonly designed around big projects. Employees find that they report to different people for different areas of responsibility. (Senior, Swailes 2010, 83)

The matrix can be used when both technical expertise and product innovation and change are important for meeting the organizational goals. (Daft 2001, 103) The greatest difficulty in using the matrix design lies in managing the conflict built into the dual lines of authority to which employees working inside the matrix are subjected. Functional managers will expect their matrix employees to meet the requirements of their specialty, while project managers want them to adjust to the requirements of the rest of the project team and meet or exceed customer expectations. Thus matrix employees confront the expectations of performing complex tasks to high quality specifications while at the same time facing pressure to minimize costs and meet tight schedules. It should be recognized, however, that it is this same conflict that provides the primary benefit of the matrix structure in that it promotes simultaneous attention to both functional standards and project demands. (Hatch, Cunliffe 2013, 277-278)

Conflict is also built into the jobs of functional chiefs and project boss. For example, at this level in the matrix conflict frequently emerges over the assignments of persons to projects. Obviously some individuals and some task assignments will be preferred over others and political maneuvering is to be expected in the project team formation process. Another challenge with the matrix structures is that the person responsible for the total matrix design will need to balance the functional and project interests to be certain that one side of the matrix does not dominate the other. The result of imbalance is to lose most of the benefits of using the matrix. (Hatch, Cunliffe 2013, 278)

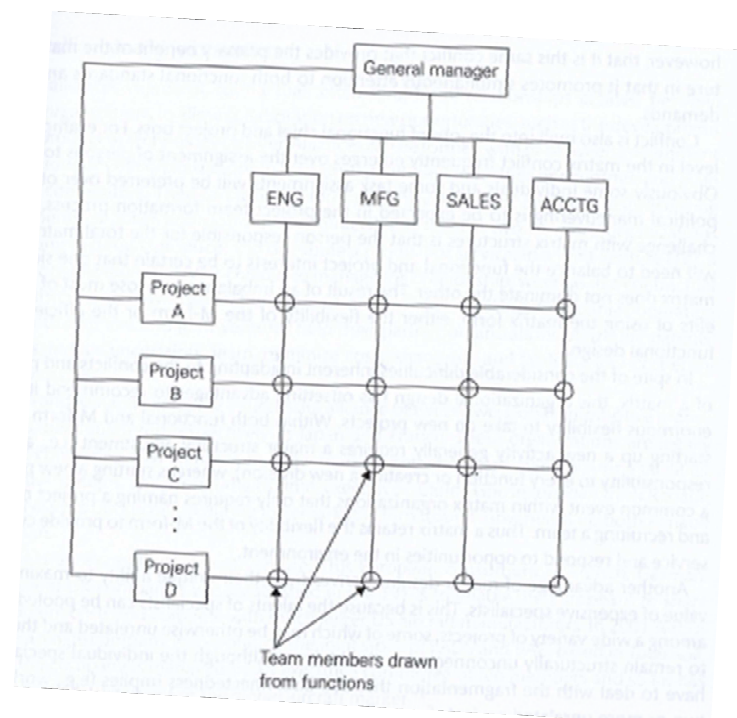


Figure 2. An organization chart showing a matrix design (Hatch, Cunliffe 2013)

The ambiguity inherent in the matrix structure causes problems such as power struggles and a blurred sense of accountability, resulting in lowered morale and job satisfaction. (Wang, Ahmed 2003, 56)

In spite of the considerable difficulties inherent in adapting to the conflicts and pressure of matrix, this organization design has offsetting advantages to recommend it. One is enormous flexibility to take on new projects. Another ad-

vantage of matrix design derives from their unique ability to maximize the value of expensive specialists. This is because the talents of specialists can be pooled for use among a wide variety of project. (Hatch, Cunliffe 2013, 278) Matrix structure is of benefit when an organization must process a large amount of information. This is particularly useful when organizations operate in an environment of unpredictable or need to produce information quickly. (Senior, Swailes, 2010, 84)

2.3.4 Network organization

Networked organizations are emerging because the classic hierarchy of the bureaucratic model is slow to respond. By design, the hierarchy is a fixed rather than flexible architecture. Networks, however, are not easily constrained or explained. The idea of the networked organization is of an organization almost without structure. Dynamic processes and fluid teams replace rigid organizational lines. In the network, activities still need to be co-ordinated and integrated, but this integration relies on knowledge and relationships and a clear common sense of purpose. (Palmer 1998, 296)

Some organizations recognize that their organizations are made up of multiple, small units and they are now experimenting with networking strategies to create intense interdependence among these small units. In this new environment, projects are becoming the way to deliver work and results. Success is seen to depend on the organization's ability to assemble the right resources and to deploy them effectively. In a world where speed, flexibility and innovations are crucial, the organizations that survive will be those, which rewrite the rules of teaming. (Palmer 1998, 297)

Yet, a culture of networking and teaming fully takes hold when those at the top of the organization embrace it for themselves. An important step in becoming masters rather than prisoners of identity is to be open and flexible about our organization roles – whether as leaders, players or team members. The conundrum for the network age is that organizations must create coherent work roles

in order to fulfil their primary purpose. However, difficulties occur in achieving this purpose once these roles become rigid to cope with the tension of an unstable environment. Role rigidity is one unavoidable tendency of the mechanistic model of hierarchical organizations. (Palmer 1998, 298, 302)

Internally, the network organization is co-ordinated with external organizations at the value-adding level. Multinational firms are adopting network structure in response to complex “opposite forces of global integration and local responsiveness”. From the perspective of multinational firms, the network avoids the problem of duplication of effort, inefficiency, and resistance to ideas developed elsewhere by giving subsidiaries the latitude, encouragement and tools to pursue local business development within the framework of the global strategy. (Nikolenko, Kleiner 1996, 24-25)

3 STRATEGIES FOR INTERNATIONALISATION

3.1 Strategy made by the Ministry of education for internationalisation for higher education institutions in Finland

The Finnish higher education provides the competence to work in an international operating environment. The international experience and connections of the personnel of higher education institutions improve the quality of research and education and support the internationalisation of the students. (Ministry of Education, Department for Education and Science Policy, 10)

The demand of internationalism touched increasingly all the activities of higher education institutions in Finland. Internationalisation of the higher education system and science is particularly important of the following reasons:

- International cooperation is the best way to improve quality, remove overlapping activities and pool Finnish and foreign resources for joint projects.
- By international networking higher education institutions consolidate the development potential of their region, their overall competence level, available resources, competitiveness and innovation ability as well as makes business life in the region more varied
- International mobility provides opportunities to work and network with the top experts in the field, to participate in their teaching and utilise high-quality infrastructures as well as to become acquainted with the most recent research methodologies, fields of research and ideas.
- Studying and working abroad improve the individual's language skills and position in the labour market and increase understanding between cultures and societies (Ministry of Education, Department for Education and Science Policy, 15-17)

In a genuinely international higher education community, all the students, teachers, researchers and members of the personnel have the opportunity to achieve the competence for international cooperation and to participate in international activities. (Ministry of Education, Department for Education and Science Policy, 28)

Completion of studies within the target completion period requires that the development of international competence and the mobility of students are realised in a systematic manner. The ways and means of internationalising are different in different disciplines and areas. (Ministry of Education, Department for Education and Science Policy, 28)

The mobility of students will be increased. Imbalance in student exchange and differences between fields are corrected by supplementing traditional forms of mobility with alternative forms such as e-mobility, study visits and group mobility. The forms of internationalisation have changed in many ways in recent years and short study and research periods abroad are important ways of increasing the international mobility of adult and post graduate students. (Ministry of Education, Department for Education and Science Policy, 28)

International trainee periods are particularly important in fields with little in the way of traditional student exchange. The business community and its networks as parts of the international training practices of higher education institutions could be utilised better than is currently the case. (Ministry of Education, Department for Education and Science Policy, 29)

The mobility of researchers, teachers and other personnel will be increased. The mobility of personnel promotes the internationalisation of higher education teaching and research, the popularity of exchange studies and the creation of joint and double degrees and international elements of study programmes. Moreover, mobility increases the competence needed for working in an international higher education community by improving the appreciation of other cultures, religions and languages. The prerequisites for increasing the mobility of researchers, teachers and other personnel include flexible working arrange-

ments, career development opportunities and commitment to attaining the goal by the higher education institutions administration. The mobility of polytechnic teachers can be significantly increased by active participation in international teaching and R&D cooperation projects. (Ministry of Education, Department for Education and Science Policy, 29)

The number of non-Finnish degree students, researches and teachers will be increased. The international student corps and personnel are a key factor in Finnish higher education institutions' internationalisation at home. It is the responsibility of higher education institutions in collaboration with other actors in the area and with student organisations to integrate non-Finnish students, researchers and teachers into both the higher education community and Finnish society. Internal services, administration and communication of higher education institutions are developed in such a way as to enable the creation of genuinely international study and work environments. (Ministry of Education, Department for Education and Science Policy, 29)

Teaching given in foreign languages in Finland supports the availability of a workforce, enables reciprocal student mobility and offers Finnish students an opportunity to participate in foreign-language education in a multicultural environment in their home country. The prerequisites of organising internationally high-quality study modules are created with the aid of cooperation between higher education institutions and different fields of education as well as through non-Finnish personnel and a multicultural student community. Participation in international course selection and in its organisation requires multilingualism and cultural competences from both the students and entire personnel. (Ministry of Education, Department for Education and Science Policy, 29)

The internationality of higher education institutions is a complex whole. Internationality appears somewhat different in polytechnic and university as well as in teaching and research. Currently, there is no entirely comprehensive knowledge base for structuring and monitoring internationalisation. (Ministry of Education, Department for Education and Science Policy, 52-54)

3.2 Strategy of internationalisation at Turku University of Applied Sciences

Domestic internationalisation is supported by increasing studies offered in English through the Open University of applied sciences. All degree programmes will include a module on internationalisation so that it can be implemented flexibly as an international educational offering of high quality or as common studies within the degree programme. The number of foreign students and personnel will be increased. International counselling and tutoring will be enhanced. (<http://www.tuas.fi/en/> 2013)

TUAS will deepen its strategic collaboration with Hogeschool Utrecht and, together with business and other institutions in Southwest Finland, broaden its network of strategic collaborators to geographical areas that are important for exports. (<http://www.tuas.fi/en/2013>)

The number of international degree programmes will be increased. International initiatives of exporting know-how increase external funding and improve international competence. International professional books and journal articles will be increased. (<http://www.tuas.fi/en/2013>)

4 DATA COLLECTION AND DATA ANALYZING

4.1 Collection of data

For this thesis I decided to use a qualitative research method.

In a qualitative method the voice of an individual will be heard. The reporting of a qualitative research is descriptive and numerical pointers are used very little or not at all. (Hirsjärvi, Hurme, 2001, 24) In this thesis the needed information is more about the thoughts and point of views of the target group, then numerical pointers. With a qualitative method I aim to get a good understanding of the current situation of the research theme, which will help me to do analysis and future forecasting. That is why I choose qualitative method instead of quantitative method. Numerical pointers will be used to compare the effectiveness of TUAS international services with the other UAS in Finland and the CARPE-partners.

I have not used any single strategy for collecting the data in this thesis, but it has very strong features from the grounded theory and the phenomena graphic. The Grounded Theory means that the theory of the research will be shaped according to the research material. The idea is to first collect the data and after that create the theory. (Metsämuuronen 2006, 97-98) In this thesis the aim is to create scenarios instead of theory. Phenomena graphic is not a separate method, nor an experience based theory. In phenomena graphic the interviewer aims to get the interviewee to tell about their experiences of the researched phenomenon. The interviewer aims to wake up in the interviewee new awareness from the researched phenomenon. (Hirsjärvi, Hurme, 2001, 168)

In this thesis I started with the interviews and after that I wrote the theory. When screening the content of the interviews and taking the research questions in to consideration, there came up few themes such as the strategy and the organization structure that were the basis for the theoretical part. The interviews were made face-to-face with different employees that are familiar with the internationalization of University of Applied Sciences. With this method I wanted to get

more “silent” information and spontaneous reactions that I could not have received with sending a questionnaire. As an exception to the above mentioned method, I had to send a questionnaire to the faculties’ international team members, because it was impossible to interview them all face-to-face.

An interview is a purposeful discussion between two or more people. The use of interviews can help you to gather valid and reliable data that are relevant to your research questions and objectives. (Saunders, Lewis, Thornhill, 2007, 310)

Interviews may be highly formalised and structured, using standardised questions for each respondent, or they may be informal and unstructured conversations. (Saunders, Lewis, Thornhill, 2007, 311) In this thesis I used semi-structured interviews. In semi-structured interviews the researcher will have a list of themes and questions to be covered, although these may vary from interview to interview. This means that you may omit some questions in particular interviews, given a specific organisational context that is encountered in relation to the research topic. The order of questions may also be varied depending on the flow of the conversation. On the other hand, additional questions may be required to explore the research question and objectives given the nature of events within particular organisations. The nature of the questions and the ensuing discussion mean that data will be recorded by audio-recording the conversation or perhaps note taking. (Saunders, Lewis, Thornhill, 2007, 312)

First I interviewed the International Relations Managers of four other Universities of Applied sciences in Finland. These four selected Universities of Applied Sciences had to full fill the criteria, that they resemble TUAS as much as possible for example according to the amount of students and personnel. These four Universities of Applied Sciences that were selected are Metropolia University of Applied Sciences, HAMK University of Applied Sciences, JAMK University of Applied Sciences and Tampere University of Applied Sciences. The idea in these interviews was to find out how their international services are organized, how effectively they operate with that kind of organizational structure and with the amount of personnel that they have working for the international services. These Universities of Applied Sciences have the same objectives from the Min-

istry of Education as TUAS and therefore it is relevant to find out how the other UAS function.

Secondly I interviewed the three CARPE-partners of TUAS. The partners are Hamburg University of Applied Sciences, HU University of Applied Sciences Utrecht and Manchester Metropolitan University. The idea in these interviews was to get an international aspect to the thesis and also to find out what kind of organizational structure other Universities of Applied Sciences in Europe have for international services, how effectively they operate with that kind of organizational structure and with the amount of personnel that they have working for the international services.

All of the above mentioned Universities of Applied Sciences were asked almost the same set of questions, because I wanted to get information that can be compared to each other and that way draw conclusions. All of the interviewed persons got the questions beforehand so they could prepare themselves and get the relevant information that was needed, such as mobility figures, which are difficult to remember by heart.

After these interviews I concentrated on TUAS. I interviewed five International Relations Coordinators, three International Relations Assistants, one International relations officer, the personnel at the International Office, which consist of four employees and the Directors of Education of all the four Faculties. All of these people are somehow involved with the internationalisation of TUAS and that is why I wanted all of their point of views to this research. I had difficulties to get all the twenty-seven International contact persons of the Faculties together for a group interview and that is why I decided to send them a Webropol-questionary to get their point of views as well. To get a student perspective to this thesis I interviewed one person from the student union TUO. TUO selected this person to be interviewed, because she has been working at the student union for a long time and she has also been involved in the International matters of TUAS.

All the questions that were asked were planned according to the roles of the interviewed persons. Mostly the questions were alike, but there were included few questions, which were specifically targeted for the interviewed role. For example International Relations Coordinators were asked few different questions than the Deans of the Faculties, because it would be difficult for the Deans to answer exactly the same questions than the coordinators. The Deans' are not familiar with all the same subjects than the coordinators are and that is why the questions couldn't be exactly alike. This way I wanted to get all the different point of view's how people see the internationalisation of TUAS. All of these people did not get the questions beforehand, because I wanted them to react to the questions spontaneously and to get as direct answer as possible. The questions for the TUAS personnel did not consist of mobility figures or other information that should have been gathered from a database. The questions were more about their own role in the internationalization of TUAS and that is why the questions could have been answered spontaneously without any problems. An exception was made for the student union and they got their question beforehand, so that they could collect student's opinions as well.

I also interviewed the Head of the International Office of the University of Turku, because three years ago they had a semi decentralized International Services and after that they changed it to be centralized. With this interview I wanted to find out what positive and negative sides came out from the change, how everything turned out and could there be something that TUAS can learn from.

All the interviews were done during the year 2013, except the Wepropol-questionnaire to the International contact persons, interview with the student union and the University of Turku, which all were done in the beginning of the year 2014.

4.2 Analysing the data

All the interviews were recorded with an audio recorder. The recorded interviews were transcribed word by word to a paper. I categorised the interviews

according to the groups that I interviewed and made summaries from each groups' transcripts to a separate paper. I drew conclusions from each groups' interview. After that I divided the groups in to two parts; the first was the other UAS and the CARPE-partners and the second was the interviews at TUAS. I separated the interview with the University of Turku from the other interviews, because the profile of the University differs with the Universities of Applied Sciences and that is why reliable to compare the figures with each other. Also the idea in the interview with the University of Turku was to find out what should be taking in to consideration when performing a change of structure and what positive and negative features emerged in the change of the structure from decentralized to centralize. I drew conclusions from each parts interviews.

In these interviews I was more interested on the content of the interviews, then on the ways that the interviewees pronounce their answers. That is the reason why the recordings were not transcribed according to the ways that the interviewed person pronounced their answers.

In the chapters five, six, seven and eight, where the key finding of the interviews are introduced, I will not use the interviewed names in the direct quotations. Instead I will use from the other UAS in Finland names like UAS1, UAS2, UAS3 and UAS4. The same procedure will be used with the CARPE-partners and the personnel of TUAS. The meaning of this procedure is to protect the interviews identity.

4.3 Reliability and validity

The issues of reliability and validity are important, because in them the objectivity and credibility of research is a stake. In research practice, enhancing objectivity is a very concrete activity. It involves efforts to assure the accuracy and inclusiveness of recordings that the research is based on as well as efforts to test the truthfulness of the analytic claims that re being made about those recordings. (Silverman 2004, 283)

Reliability refers to the extent to which the data collection techniques or analysis procedures will yield consistent findings. It can be assessed by posing the following three questions: Will the measures yield the same results on other occasions? Will similar observations be reached by other observers? Is there transparency in how sense was made from the raw data? (Saunders, Lewis, Thornhill 2007, 149)

The reliability of observations in conversation analytic research can only be achieved through serious effort. The method itself does not guarantee reliability. In conversation analytic studies, proper attention needs to be paid to the selection and technical quality of recordings as well as to the adequacy of the transcripts. (Silverman 2004, 289)

The reliability of this study will be hard to prove, by repeatability, because if the study will be done for example after five years, the probability that answers will be different is 80%. This is because of the changes that will be done at TUAS during the next year and for the changes that have been made in the other interviewed Universities of Applied Sciences.

For the transparency of this study, I have described very detailed how the data has been analysed and how did I get the key findings of the interviews. I have also written some direct quotations of the interviewees, but to maintain the anonymity of the interviewed persons, I choose quotations that did not reveal the person's identity.

Validity is concerned with whether the findings are really about what they appear to be about. (Saunders, Lewis, Thornhill 2007, 150)

For the validity of the study, I got answers to my research questions. Also the theoretical part of the thesis supports the empirical part and gives guidelines to the scenarios that are made for the future.

5 KEY FINDINGS FROM THE INTERVIEWS WITH OTHER UAS IN FINLAND AND CARPE-PARTNERS

5.1 Interviews with other UAS in Finland

The interviewed Universities of Applied Sciences are Metropolia University of Applied Sciences, which has 16 800 degree students and 1100 personnel members (www.metropolia.fi, 2014), HAMK University of Applied Sciences, which has around 7300 degree students and 700 personnel members (HAMKINSPIRE 2013, 23), JAMK University of Applied Sciences, which has over 8500 students and 700 personnel members (www.jamk.fi, 2014), and Tampere University of Applied Sciences, which has circa 10 000 degree students and over 800 personnel members. (www.tamk.fi , 2014)

All the above mentioned UAS, that I interviewed, have a strategy for internationalization that is based on the UAS own strategy. Some also have goals that are based on the founding's in the aim and profitability negotiations (TATU).

5.1.1 Organizational structure for International Services

Two of the interviewed UAS have a semi centralized organizational structure for their International services, which means that they have a central International office and also personnel working in the faculties for internationalization. One of the interviewed had a decentralized structure, but that was because of the long distances between the campuses. Decentralized structure means that the International services are performed from one location. And one of the interviewed UAS had a centralized structure. In one of the UAS the International Coordinators, who are working in the Faculties, have the International Relations Manager as their supervisor.

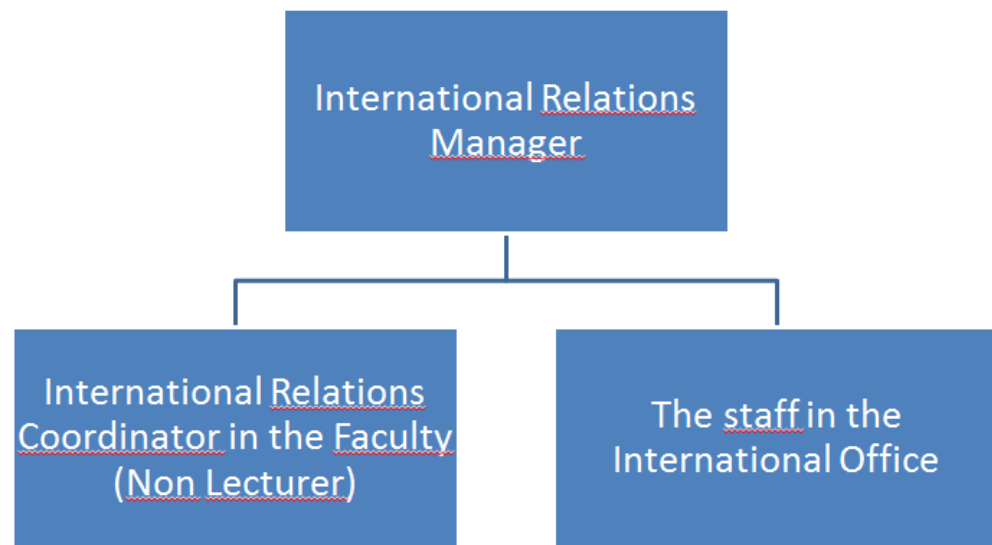


Figure 3. Hierarchy example 1. (Pellinen, 2014)

In two other UAS the International Relation Coordinators have their supervisors in the Faculties.



Figure 4. Hierarchy example 2. (Pellinen, 2014)

In one other UAS the International Relations Coordinators have the main supervisor in the Faculty, but the 50% of their working time, that they work for the International services, is supervised by the International Relations Manager.

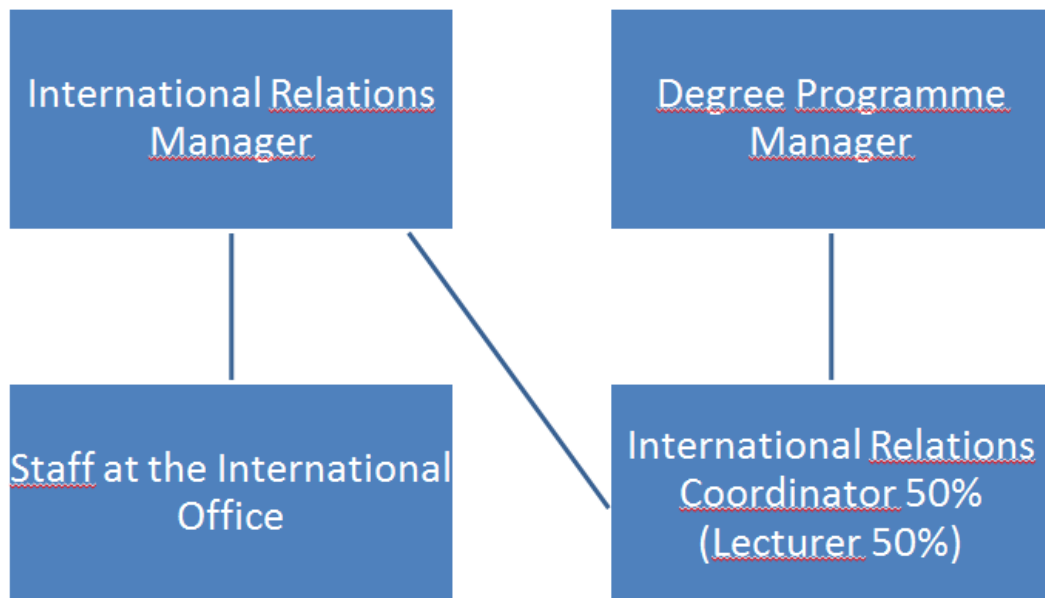


Figure 5. Hierarchy example 3. (Pellinen, 2014)

“The aim is to be cost efficient and have high quality in what we do. I’m recruiting the International coordinators and I am also their supervisor. This way we can ensure the quality and equal services for everyone, because they will have the same job descriptions. I have also an overview that we have the needed know-how in the field and that we hire people according to the needed know-how.” (UAS1)

“For the most part we have a decentralized structure, because of the distances between the campuses. Most of the International Coordinators are lecturers, who do internationalization alongside with teaching with very limited amount of working hours for internationalization.” (UAS2)

“When the International Relations Coordinator works in the Faculty, she/he will be integrated to the Faculty personnel and also seen as “one of our own”. Also the coordinator is this way near the students and the personnel.” (UAS3)

“Best practices where chosen from two different ways of working, and that way we got to this model” (UAS4)

The pros and cons that came up of these different structures are:

The comments are about the functioning of the different hierarchies mentioned above. The hierarchy in question is written inside brackets after the comment.

+ “ when the International Relations Coordinator has the International Relations Manager as his/her supervisor, then it will be guaranteed that students will get equal services.” (Hierarchy 1)

+ “ when the person working for internationalization is working in the Faculty she/he will be near the students and teachers, and will also know what is going on in the Degree Programmes.” (Hierarchy 1, 2 and 3)

+ “ when the International Relations Coordinator is working in the Faculty, she/he will give important information to the International Office about the ways of working in the Faculty.” (Hierarchy 1,2 and 3)

+ “ when half of the salary of the Lecturers, which are working for Internationalization, is coming from International Services budget, then the International Relations Manager can give orders to the Lecturers and be sure that they will do what they are told.” (Hierarchy 3)

+ “ uniform quality of actions.” (Hierarchy 3)

- “ when the person working for internationalization has her/his supervisor in the faculties, than the services for the students and personnel will not be equal between the Faculties. This is because the supervisor can also give other tasks to the person working for internationalization, which will benefit the Faculty, but not the International services.” (Hierarchy 2 and 3)

- “ the International Relations Manager can’t tell the lecturers to do something for Internationalization, because she/he is not their supervisor. The International Manager can only ask the lecturer to do something and hope that it will be done.” (Hierarchy 2 and 3)
- “ it is impossible to standardize the job descriptions of International Relations Coordinators in the Faculties, because every Faculty has their own ways of working.” (Hierarchy 2 and 3)

5.1.2 Personnel working for International Services

UAS1: 11 fulltime people working for International Services. 3 persons are working in the central office and the rest is working in the seven Faculties.

UAS2: 2,5 persons are working in the central office and about 1 full time person is working in one of the Faculties and in the other Faculties there are all together about 20 Lecturers working part time for Internationalization.

UAS3: 4 persons are working in the central office, 2 persons are working fulltime and 2 persons are working part time in the Faculties as International Relations Coordinators. Also some Lecturers are working for Internationalization in the Faculties, but they didn’t know how many.

UAS4: 9 persons are working fulltime in the central office, and about 6 Lecturers are working part time as International Relations Coordinators. Then there is also 3 persons that are working only 20% for Internationalization.

TUAS: 5 persons are working fulltime in the central office, 7 persons are working fulltime in the four Faculties as International Relations Coordinator or Assistants. Also some Lecturers are working as International Contact persons.

When comparing these 5 UAS with each other, the amount of full time personnel is quite the same in UAS1 and TUAS. They both have most of full time personnel in International services. The least personnel for International Services has UAS2.

The functions that are included to International Services are for example students and staff exchange, administration of exchange scholarships, compilation of statistics, reporting, partner agreements, some mobility projects, marketing of the International services. The job descriptions of the personnel, such as International Relations Coordinators, Assistants and Officers, which are working for International services are almost the same in all the 4 UAS. As an exception one UAS has a translator working for International Services as well.

One feature that all of the UAS had in common was that the personnel working for International Services are not participating in any RDI-projects. Some UAS have cooperation with the RDI-department, by giving them advice about international project funding sources.

Also one thing that the 4 UAS had in common was that they only serve International Degree students, when they have questions according to students exchange matters. In other matters the International Degree students are advised to turn to the student office for help.

5.1.3 Exchange Figures

All the interviewed UAS where asked to deliver their mobility figures from the years 2011 and 2012.

When comparing the exchange numbers between the 4 UAS and TUAS, UAS1 had the most outgoing students in the years 2011 and 2012. According to the information found on the webpages of the interviewed UAS, the UAS1 has also the largest amount of degree students comparing to the other 4 UAS.

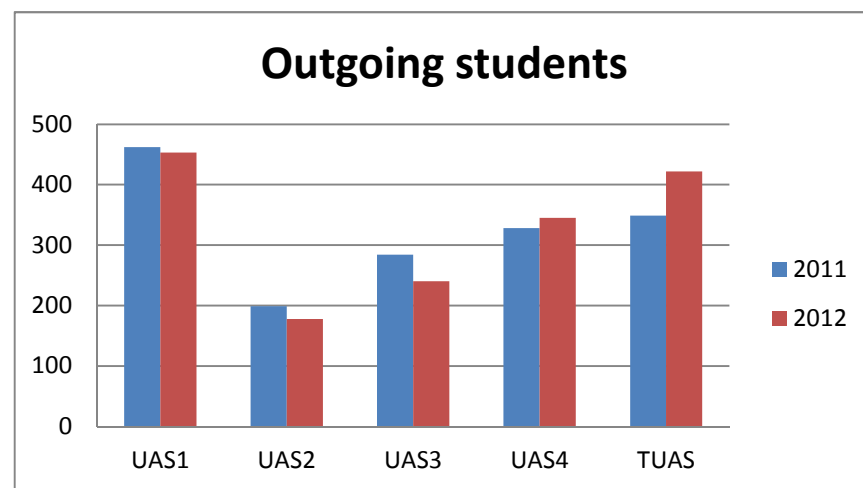


Figure 6. Outgoing students (Pellinen, 2014)

The most amounts of incoming students in the year 2011 had UAS1 and TUAS. TUAS had also the most amount of incoming students in the year 2012.

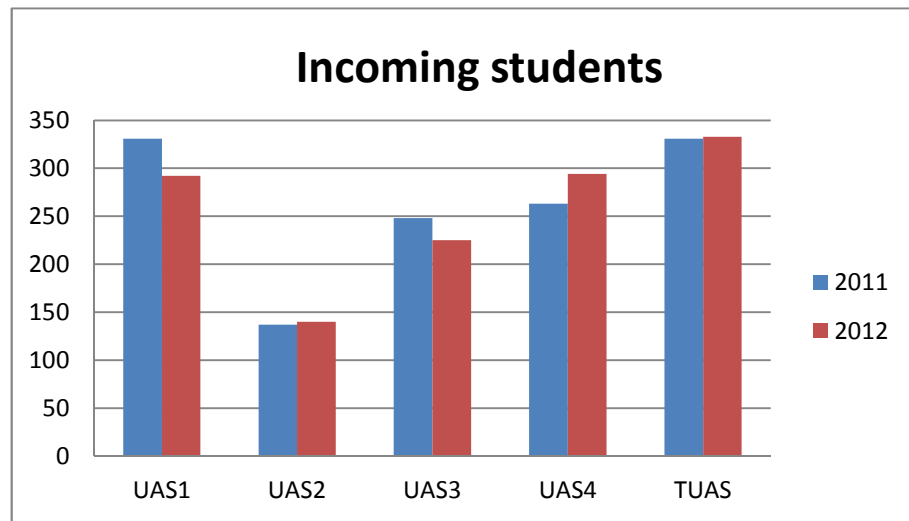


Figure 7. Incoming students (Pellinen, 2014)

The most outgoing staff exchanges in the years 2011 and 2012 had UAS1, which also has the largest amount of personnel members comparing to the 4 other UAS. The most incoming staff in the year 2011 and 2012 had UAS4.

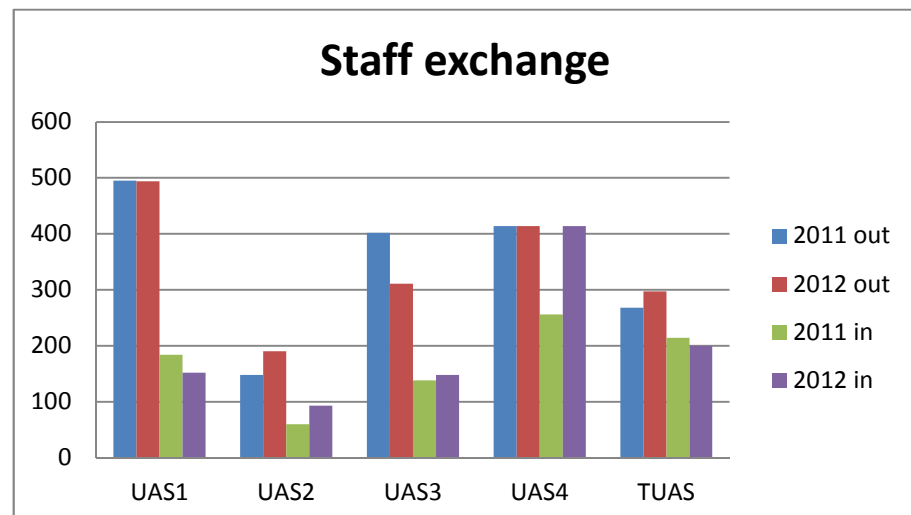


Figure 8. Staff exchanges (Pellinen, 2014)

5.2 Interviews with CARPE-partners

When analyzing the interviews with the three CARPE-partners, I found out that the ways of working differs very much between these 3 countries, Germany, The Netherlands and The UK. In my opinion, which is based on the conversations that I had with different people during my visit at the three CARPE-partners, the differences might be because of the different cultures in the countries.

All these three partners have some kind of strategy for Internationalization. One example was that the strategy affects only the international office, not the whole UAS. Other example was that the International office had their own strategy and the faculties had their own strategy for Internationalization. The third example was a strategy that affected the whole UAS.

5.2.1 Organization structure for International services

All the three CARPE-partners had also different structures for the International services, were comparing them to each other. One was centralized, the other semi centralized and the third was that only the International offices was considered as International services, but the peronnell working in the faculties were not counted as a part of the international services. The structures were chosen also because of different reasons, for example one was because of political reasons and other structure was chosen according to the way how the students communicate. Two of the interviewed CARPE-partners were planning to change their structure during the summer 2013.

5.2.2 Personnel working for International Services

The amount of personnel that was working for internationalization varied between these three partners. CARPE 1 and CARPE 2 had only few fulltime employees working for internationalization and many part time workers. The rea-

sons for these part time workers was that, they were very happy working only about 20 hours/week and they didn't want to do more working hours. In CARPE 3 there were many full time employees working for internationalization and only few part time employees.

One thing that all of the CARPE-partners had in common with the interviewed Finnish UAS was that the personnel working for International Services are not participating in any RDI-projects.

With serving the International Degree students, there were again differences. By one partner the international office was also taking care of the international degree students and they had also hired two part time personnel member for only that matter. In the other two CARPE-partners the international degree students were served the same way as the UAS in Finland did.

5.2.3 Exchange Figures

In the interview with the Finnish UAS, I received the exchange figures from the years 2011 and 2012. The CARPE-partners were used to report their figures according to academic year, and that is why these figures are from academic year 2011-2012. Because of this difference between the ways of reporting, the figures between Finnish UAS and the CARPE-partners will give some perspective to the effectiveness of these different institutions, but the comparing will not be totally valid.

When comparing the exchange numbers between the CARPE-partners, CARPE2 had the most outgoing students during academic year 2011-2012. CARPE2 has the second largest amount of degree students, when comparing these three CARPE-partners with each other.

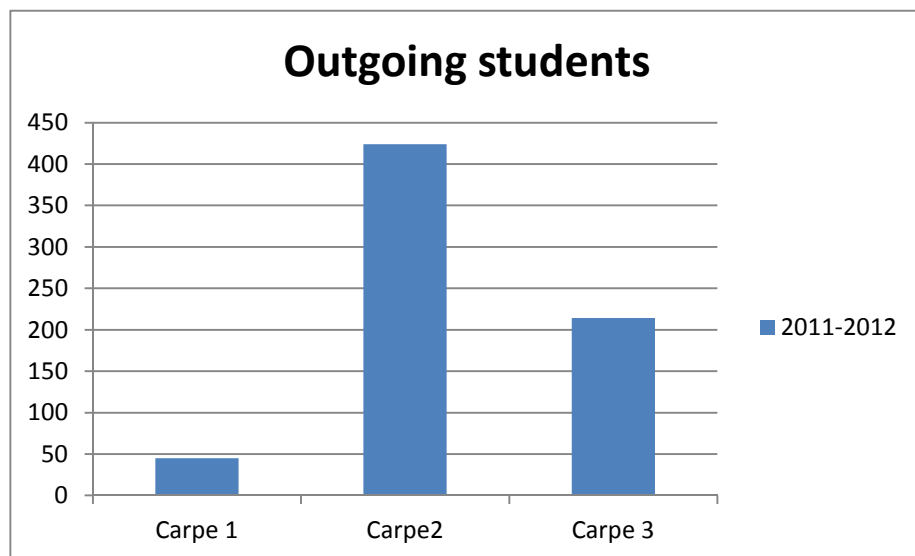


Figure 9. Carpe outgoing students

CARPE3 had the largest amount of incoming students in the academic year 2011-2012, but CARPE2 was not far behind.

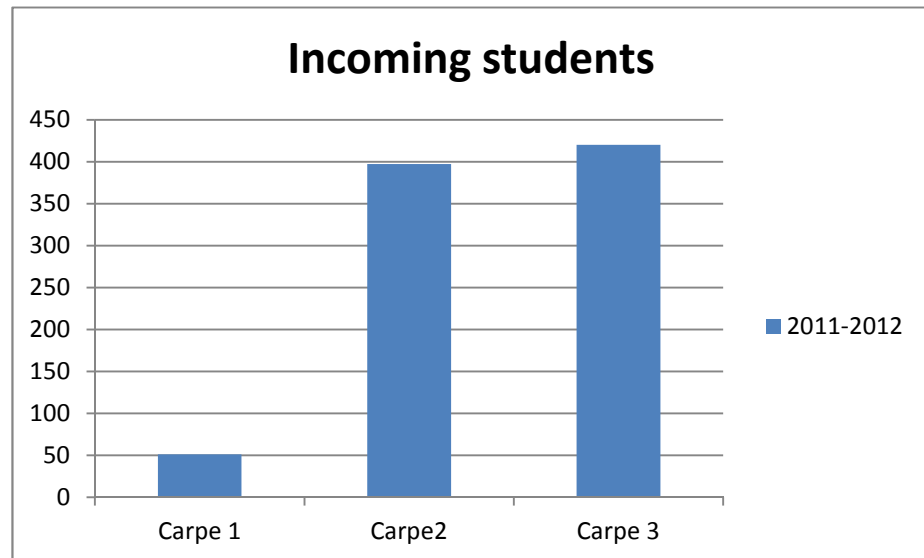


Figure 10. Carpe incoming students

CARPE2 had the largest amount of outgoing staff in the academic year 2011-2012. This time CARPE1 had the second largest amount, which is amazing, because CARPE1 is the smallest partner according to the amount of students and personnel.

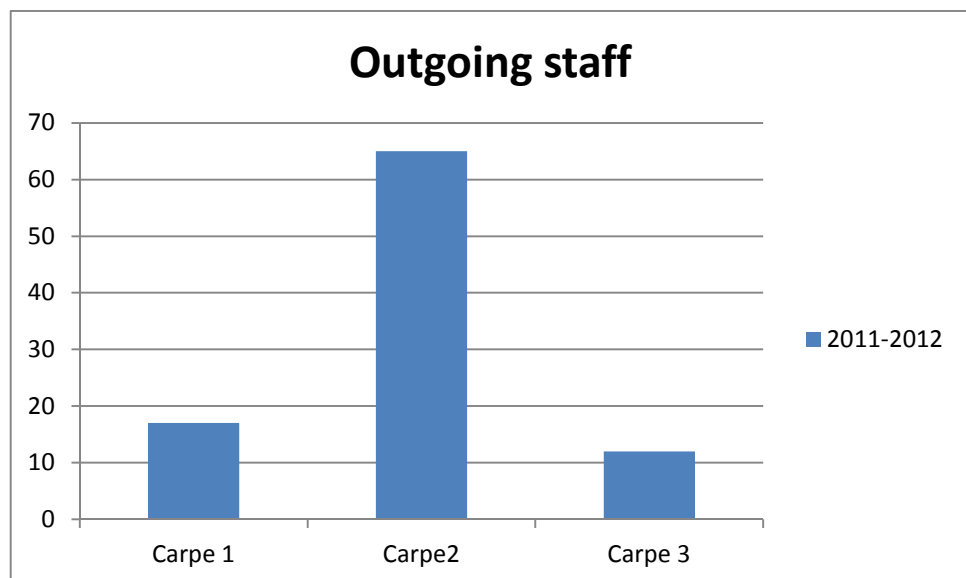


Figure 11. Carpe outgoing staff

5.3 Conclusion of the interviews

A strategy is a plan for interacting with the competitive environment to achieve organizational goals. Goals define where the organization wants to go and strategies define how it will get there. (Daft 2001, 57-58)

To reach the goals' that are given to the internationalization of a higher education institution, it is important for the whole institution to follow the strategy. When every Faculty has their own set of strategy, which might even differ from each other, then it will be hard to achieve any goals as an institution.

The organizational structure determines where formal power and authority are located. It comprises the organizational components, their relationships, and hierarchy. It channels the energy of the organization and provides a "home" and identity for employees. Structural design presents a number of choices for grouping people together at each level of the organization. As important as the structure itself are the roles within the structure. (Galbraith, Downey, Kates, 2001, 3)

In getting good mobility statistics, the organizational structure (centralized, semi-centralized decentralized) and the amount of personnel working for internationalization, did not have a significant effect to the outcome. The chain of command in the structure of the international services had an effect to the quality of the service for students and members of the personnel, according to the interviewed persons. The chain of command in the structure of the international services had an effect to the equal treatment of the employees working for internationalisation.

The people working for internationalization did not take part in RDI-projects. The international degree students were considered equal with the UAS own students and that was why in most cases their services were taken care of some other department as the International office.

When comparing the exchange figures between these interviewed institutions in Finland and the CARPE-partners, it shows that outgoing student numbers are

high in Finland, but the incoming student numbers are slightly lower in Finland. In my opinion this might have to do something with the geographical location of Finland.

For outgoing staff exchange Finland had very high figures compared to the Carpe-partners. In my opinion this might be because of the good situation in funding the staff exchanges in the years 2011 and 2012.

6 KEY FINDINGS FROM THE INTERVIEW WITH THE INTERNATIONAL RELATIONS MANAGER OF THE UNIVERSITY OF TURKU

University of Turku (UTU) is a different higher education institution than Turku University of Applied Sciences. UTU has over 20 000 students and over 3000 members of the personnel, when TUAS has 9500 students and 750 personnel members. (www.utu.fi 2014) I decided to take UTU as a part of my thesis, because for about three years ago they changed their International services from being semi decentralized to being centralized. This will give me a good practical example how that kind of change works out in a large higher education institution and what was the reason for this change.

Before 2010 they had an International Relations Officers in every Faculty, except in the School of Economic, where there was one International Relations Officer and one International Relations Secretary. In the International Office they had the Head of the International Office, 3 International Relations Officers and 2 International Relations Secretaries. After centralizing the International Services, every International Relations Officer and International Relations Secretary from the Faculties were placed in one office, except from the Faculty of Education. This centralizing was made to reduce overlapping functions. Now they have a team for the incoming students and another team for outgoing students, and together with two International Relations Secretaries and a study counsellor, they form the area of responsibility of student mobility. Despite the centralizing, still every International Relations Officer has its own Faculty, for which the officer is the contact person in internationalization matters. The International Office has also two other areas of responsibilities, which are Erasmus Mundus-partnerships and Strategic partnerships and international educational projects. Physically the International Office is located in two different locations.

The centralizing made it possible to unify, rectilinear and to automate the processes. It made also possible for everyone to have a substitute, to have job rotation and to lighten the workload of some personnel members. The centralizing made possible for example to create a new service, which is called the International Welcome Services. This service helps the visiting post-docs, researchers and teachers as well as the PhD students coming from abroad in their entry phase to Finland. This section is included to the International Office until the autumn 2014, when it will be situated under the Human Resources department.

Negative side of this centralizing was that the contact to some Faculties might have been broken off in the Faculty level, because they have more cooperation with the units. The personnel in the Faculties doesn't always know how the tasks have been divided in the International Office and the exchange of information between the International Office and Faculties is not working as well as it used to.

UTU doesn't have any electrical mobility systems provided by an external supplier, but they have an electrical mobility system which is based on their study register Opsu. This way the mobility system and the study register communicate with each other and all the information will go automatically to the study register.

What UTU had in common with the interviewed UAS was that the International services offer the International degree students' services only related to student exchange matters.

7 KEY FINDINGS FROM THE INTERVIEWS WITH THE PERSONNEL AT TUAS

7.1 Findings from the interviews with the International Relations Coordinators and Assistants

There were 4 different kinds of titles that came up in these interviews. One Faculty had an International Relations coordinator and an International Relations Officer working in the Faculties International office, another faculty had a Lecturer working in the Faculties International office and the rest of the Faculties had either International Relations Coordinator or International Relations Assistant working in the Faculties International office.

All of these employees with different titles have mainly the same job description. In addition to the tasks that all of them had in common, each one of them had also additional tasks, like for example

- many of them participated in RDI-projects that have also do to something with Internationalization
- many of them were participating in different teams of the Faculties
- one of them was doing all the services for incoming students, like housing arrangements, starting packages, coordinating student tutors for the incoming, etc.
- one of them was also taking care of other services in the Faculty, like being the contact person for cleaning services and other maintenance, doing the sales invoicing of the Faculty

All of these employees stated that normal working hours are not enough for doing all the tasks that they are required to do. This lack of time was affecting to their work for example by delaying answering the e-mails, not having any time on developing the internationalization of the Faculty, not having any time to pre-

pare for different meetings. Some of the interviewed even admitted, that after their regular workday they continue working at home to get all the tasks done. The work doing at home is unpaid time.

To have a chance of doing all the tasks within the regular working hours, the interviewed suggested the following

- hosting of the visiting lecturers could be giving to our own lecturers
- students and personnel should be guided to find out the needed information more independently
- RDI-project working and coordination could be given for the RDI-department
- international Relations personnel should be concentrating more to the internationalization of the Faculty and not to other matters in the Faculty

Most of the interviewed persons stated in the affirmative way, when they were asked if they needed an assistant. There was only one person that didn't need an assistant.

All of the interviewed persons had the same opinion that International Relations Coordinator should be concentrating in coordinating and developing the international relations matters in the Faculty and she/he should also have an overview on what is happening in the Faculty on the international matters. International Relations Assistant should be doing the paper work and some other assisting tasks. It also came up that the International Relations Coordinator and International Relations Assistant should be a team. Just to clarify that International Relations Assistant and student assistant are not the same position.

Everyone also agreed that the person working as an International Relations Coordinator or International Relations Assistant doesn't need to have the study background that is taught in the Faculty. It was actually seen as a positive side that the Coordinator or Assistant has a different study background, then the one

that is thought in the Faculty. The person doing the job should have the following characteristics and skills:

- good language skills
- open minded and interested to learn new things
- degree from a higher education institution
- experience of an exchange period abroad
- experience in students guiding or teaching
- coordinator should have a pedagogic background

It was also suggested that the education background of the different Coordinators should be equal.

7.1.1 Thoughts about different superior solutions

According to the interviews with the International Relations Coordinators and assistants the pros and cons in having the superior in the Faculty are:

- + “the superior knows how the Faculty operates and what is going on in the Faculty”
- + “the superior has a right of decision to the Degree Programmes Internationalization”
- + “the superior is near the employee and can be reached / contacted easily”
- + “the employee can remind the superior about International Relations matters and obligates the superior to be active in the International Relations matters”
- + “the person is part of the work community in the Faculty”
- “superior does not know the most of the International Relations functions”

- “there are sort of “two” superiors for the International Relations personnel, one is the one in the Faculty and other is the International Relations Manager”
- “there is no supervision of the interests of the International Relations Coordinator and Assistant”
- “the supervisor of the International Relations coordinator or assistant can tell the employee to do other tasks that are not related to Internationalization of the Faculty”

The pros and cons in having a centralized superior (for example the International Relations Manager) for all the personnel working for International services are:

- + “the superior can concentrate to her/his employees better, when having a smaller amount of personnel, then for example the Dean”
- + “would bring clarity to the job descriptions”
- + “the employees would be treated equally”
- + “can give advices according to the job”
- + “circulating the employees and substituting one another could be easier”
- “does not know how the different Faculties operate”
- “wouldn’t know the special characteristics of the different Faculties”
- “would not be easy to reach for a face-to-face conversation”
- “the operations would be run the way that the big Faculties do things”
- “it would not be easy to lead the team, when all the employees are situated in different location”

7.1.2 Thoughts about different teams that work on the internationalization of TUAS

There is the TUAS International team, which consists of International Relations Coordinators and Assistants, the personnel of the International office, personnel from the central RDI-office and the student representative from the student union TUO. Then there is also The Faculties International team, which consists of the International Relations coordinator and Assistant and personnel from the Faculty.

The TUAS International team was seen as a very important support network. The team gives an opportunity to exchange information, to create and agree on the common practices, to get help to different problems that come up in the work and to feel that you are not working alone.

Negative things that came up about the team meetings were that some things are in the agenda over and over again, the team should develop the internationalization of TUAS more, the team should also discuss about the Faculties matters, the Coordinators and Assistants get new assignments from the meetings, which keep them busy and the operations are run from the International Office point of view and not the Faculties or students point of view.

The Faculties International team was seen with mixed feelings. In those Faculties, where the managers or the Dean is participating in the team, the team was working very well and was really developing the internationalization of the Faculty. The bad side in this was that all the developing work was given to the coordinator or the assistant, and the other team members did not help with the work. In those Faculties, where there were only lecturers in the team, the teams didn't have the power to develop the internationalization the way that the agreed methods would go into practice. Also the information did not always reach the Degree programmes or the Dean. One Faculty had no international team, because their International Relations Coordinator is a member of the Faculties management team, and that way all the wanted methods could be put to prac-

tice through the management team and all the needed information reached the Degree programmes and the Dean.

7.1.3 Opinions about the current structure of the International services at TUAS

The current structure of the International Services at TUAS was seen by the interviewed persons, as a very functioning structure. The centralized services which are performed by the International Office does decrease overlapping work in the Faculties and enables that the students and personnel will be served equally according to the mobility matters. The tasks of the employees in the International Office are divided well and clearly. It was seen very important that there are people working in the Faculties and near the students and personnel.

The negative side in this structure is that the International Office doesn't understand the methods, possibilities and the differences of the Faculties. This effect negatively the implementation of new methods, which the International Office creates for the TUAS International services, in the different Faculties. It was also seen as a negative side that the Faculties are working so differently, compared to each other, and that is why the workload of the Coordinators and Assistants differs between the Faculties and the salaries of the employees are unequal. Also this structure was seen as very fragile, when one of the Coordinators are away for a longer period, then there is no one who knows what is going on in the Faculties internationalization.

7.2 Findings from the interviews with the personnel of the International Office

All the employees, working in the central International Office, have the title International Relations Officer, except the International Relations Manager.

The jobs of the officers are clearly divided, in the way that one is responsible for the services of the incoming exchange students, one is responsible for the services of the outgoing exchange students, one is responsible for the services of

the staff exchanges and other administrative tasks and one is responsible for the marketing.

There was only one employee for whom the regular working hours aren't enough to get all the work done that is required. All the other interviewed employees stated that it is possible to do the tasks, that they are required, during the regular working hours. The employees also stated that in an academic year there are hectic periods, when the regular working hours aren't enough, but then there are quieter periods when it is possible to do the tasks that you weren't able to do during the hectic period.

The negative side in this is that all of these employees don't have any extra time to develop the services and processes, because the regular working hours are sufficiency for only doing the tasks that are in their job description. To lighten the workload of these employees and to give them some time for development work, they suggested the following

“Reports could be up loaded directly from a system. For example AMKOTA-reporting is at the moment very time-consuming, because the required reports can't be up-loaded from our current systems. “

“The routine work could be given for assistants to do.”

“The planning of the International Summer School should not be the responsibility of the central international Office”

The employees in the Central International Office are not taking part in any RDI-projects, but they are involved in the exchange-projects, which concern the whole TUAS.

7.2.1 Thoughts about the role and functions of the central International Office

According to the interviewed employees the central international office should have the following features:

“Should be an organization, that is supporting the International activities at TUAS”

“Should do the services concertedly, which are reasonable to do concertedly”

“Should have a directional role for the internationalization of TUAS.”

“Should keep track of the new trends in the International field and consider what trends should be the ones that should be implement to our ways of working”

“Should coordinate the International functions at TUAS, by looking that Faculties have the same courses of action and that way the services for students and personnel would be equal in every Faculty”

“Would coordinate the partner cooperation’s so, that there wouldn’t be any overlapping functions between partners and the different Faculties of TUAS”

“The International officers should have more power of decision making in the International functions”

All the interviewed employees agreed that the tasks of the International officers are clearly and well divided. The problems that came up were that there is no job rotation and that way it is hard to stand in for someone, because you don’t know what the colleague is doing.

7.2.2 Thoughts about the different teams

In the interview we discussed about two different teams, the TUAS international team and the extended international team, which consists of the International Relations Coordinators and Assistants, the personnel of the International office, and personnel from the Faculty.

The TUAS international team was seen as essential. As positive sides of this team was the ability to make decisions together and to exchange information. There came up also things that need to be improved in this teamwork, and they were:

“The team should be doing more planning and development work on TUAS internationalization”

“There should be more information on what is going on in the Faculties”

“They should discuss together about what the definitions of policy for TUAS internationalization”

“There should be more debate on things, to get different opinions and point of views”

The extended team was seen as a challenging group for really doing planning and development work, because every time there are new participants and that is why a great part of time is going for the introductions. Also most of the time is used for going over the basics of the international services at TUAS. An improvement that was suggested for this team was that there should be more team working in small teams where people from different Faculties would ponder about one subject.

7.2.3 Opinions about the current structure of the International services at TUAS

The current structure of the International services of TUAS was seen functional.

A positive side is that the coordinators are in the Faculties and that they are familiar how the Faculties function. When working in the Faculties the coordinators can easily pass the information from the central international office to the Faculty. It was also seen as a positive thing, that the coordinators are subordinates for the Director of education.

Negative sides that came up were that when the coordinators are subordinates for the Director of Education it is hard to create common rules for internationalization, when the Director of education can decide how internationalization is done in the Faculty.

It was also mentioned that when choosing the structure, it should be looked at from the customer's, in this case the students point of view, which way is the most efficient and best way to operate.

7.3 Findings from the interviews with the Directors of Education

All the Faculties have a Director of Education (Dean), who is in charge of the whole Faculty. Deans are the supervisors of the International Relations Coordinators and Assistants who work in the Faculties and they are also somehow involved in the internationalization of their own Faculty.

The Deans listed the following functions that should be a part of TUAS international services

- mobility (as core function)
- translation services
- cooperation with RDI-department in different projects, by coordinating that in the projects are used the same partners, with whom TUAS has student and staff exchange collaboration.
- developing international strategic partnerships
- internationalization of students and personnel
- student counselling (in the Faculties)
- integrating the incoming exchange students to TUAS everyday operations

In the internationalization of the Faculties the Deans saw their roles being as

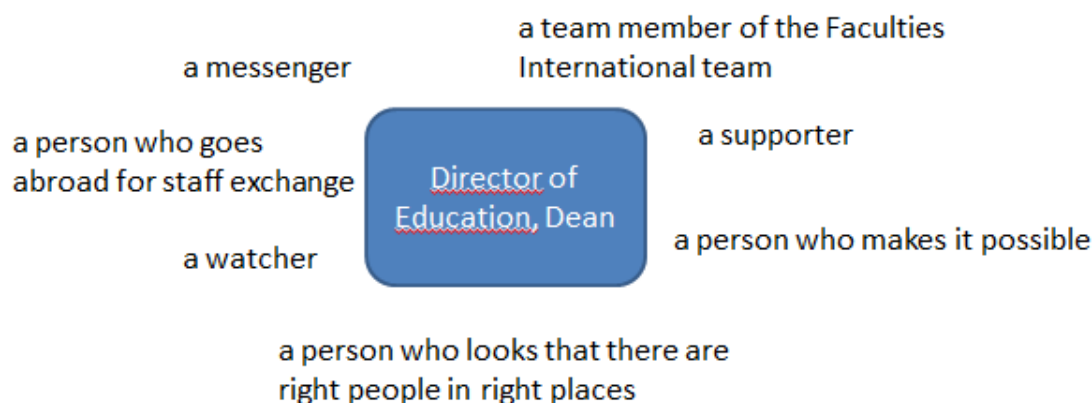


Figure 12. The Dean's role in the internationalization of the faculties

Internationalization is integrated to the Faculties teaching through International Degree Programmes, International Semesters, through 15 credits worth of courses taught in foreign language and with strong international networks.

The interviewed Deans stated that internationalization is integrated to the Faculties research and development through International projects, the mobility of the RDI-personnel, the usage of the international partner network when planning international projects and through exchange projects.

7.3.1 Thoughts about the roles of the International Relations Coordinator and Assistant

According to the Deans the International Relations Coordinator should have a higher education degree as study back ground. It was seen very important that the International Relations Coordinator would have good language skills, ability to network with other people and also some back ground in students counselling or teaching.

The Deans listed the following roles that International Relations Coordinator should have for example:

“Developer of the Faculties Internationalization”

“Independent player”

“Study counsellor”

“To have the overall picture of the Faculties international operations”

“To have a sense of the development opportunities”

“Be aware of processes at TUAS and be able to understand the processes in the education field”

“To be a Public Relations-type of person”

The interviewed Deans, except one, listed also the following roles that the International Relations Assistant should have:

“Should be doing the routine work (paper work, etc.)”

“Is a helper and a co-worker for the International Relations Coordinator”

“Can also be in charge of the international services at the campus”

“Should have some kind of knowledge of the Faculties international operations”

It was also mentioned that International Relations Assistant could also be a student, with the title student assistant.

7.3.2 Thoughts about different superior solutions for the international Relations Coordinator

The pros and cons in having the superior in the Faculty:

- + “good, because the work is done in the Faculty”
- + “the employee is integrated to the Faculties operations and is a part of the Faculty”
- + “the employee is in touch with the Faculties strategy”
- + “the Dean has to be able to direct the International operations in the Faculty”
- + “it is easier to estimate the needed working time and to discuss about other tasks that the employee can do in the Faculty”

The pros and cons in having a centralized superior (for example the International Relations Manager):

- “would alienate the employee from the Faculty’s operations”
- “the employee might feel that she/he has two superiors”
- “international Relations would be seen as separate part of the Faculty”
- “would make things more complicated”

It was also mentioned by one Dean, that everything depends on the cooperation between the function and the faculty, because it has already been seen that in some functions the centralized supervision works but in some it doesn’t. Like for example with the student counsellors, that functions works despite they are not supervised by a faculty manager.

7.3.3 Thoughts about the International team in the Faculty

The Deans saw the Faculties International team as a place to exchange information. The functionality of the International teams varied between the Faculties.

Faculty1: There is no International team in the Faculty. The International Relations Coordinator is a participant in the Faculties management team and that

way all the needed information about international relations will get to Degree Programmes through the Degree Programme Managers.

Faculty2: Was in the middle of reorganization of the Faculties functions and it wasn't decided if they are going to have an International team in the Faculty.

Faculty3: International Relations Coordinator is in charge of the International team. The Dean doesn't participate in the team. All the Internationalization functions are integrated to the Degree Programmes through the team. It is important that the information of the internationalization possibilities come to the students from their tutor-teacher.

Faculty4: The International team in the Faculty discusses for example what the internationalization should be in the Faculty, development possibilities of the Faculties internationalization and how the students and the personnel can be activated to take part in the internationalization. The team also supports the International Relations Coordinator and the Assistant by giving guidelines for the internationalization of the Faculty. The Dean takes part in the Faculties International team.

7.3.4 Opinions about the current structure of the International services at TUAS

Positive sides in this current structure are that it functions well; the International Relations Coordinator is in the Faculty near the students and personnel. The role of the International Relations Manager was seen important in the Internationalization of TUAS and in giving positive guidance to the International Relations Coordinator and Assistant in the Faculty. A positive side was also that certain services are done concertedly. This is a better solution for the campuses that are located outside of Turku.

As challenging sides of the current structure was mentioned that it is very dependent on the persons that are hired to the position, and recruitment plays a very important role. The international office does not know the point of view of

the educational field, and that is why the courses of actions can't be sometimes integrated to the educational functions.

The International services are structured very differently in every Faculty. Here are the different structures:

Faculty1: The International Relations Coordinator is a lecturer.

Faculty2: They have an International Relations Coordinator and International Relations Assistant.

Faculty3: There is an International Relations Coordinator, an International Relations Officer and a student assistant.

Faculty4: Has one International Relations Coordinator and in every campus one International Relations Assistant.

The role of the central International Office was seen as a service organization. The concerted services are important to be operated by the central International Office, because it enables the students and personnel to be treated equally. The central International Office should also support the internationalization of the Faculties, be more aware of the Faculties functions, organize international studies, define some of the common operations and search for funding.

7.4 Findings from the interview questionnaire that was done for the International contact persons of TUAS

The questionnaire was sent to 27 persons who are Degree Programme representatives in the Faculties International Team. Only 6 persons answered by the given deadline. The statements below are drawn together according to the 6 person opinions.

7.4.1 Thoughts about different roles of the International Relations coordinator, Assistant, the Dean and the central International office personnel in the internationalization

In the enquiry came up that the International contact person (Degree Programme representative) should be the link between the International Relations Coordinator, Degree Programme, students in the Degree Programme and exchange students in the Degree Programme. The person should also be someone who informs other lecturers about the internationalization of the Faculty, inspires the other lecturers to take part in the internationalization, develop the internationalization of the Faculty and be actively in contact with the partner UAS and Universities abroad. The person should also help the International Relations Coordinator with the incoming and outgoing exchange students in the matters related to their studies.

The International Relations Coordinators and Assistants roles were seen as a person who takes care of the running matters, paperwork, gives support to the incoming and outgoing exchange students and takes care of agreements and contacts between TUAS and the other UAS and Universities abroad. The International Relations Coordinator and Assistant should also be aware of what is going on in the International field, to inform the Faculty members about the International matters and to promote the students and staff exchanges.

The role of the Dean was seen extremely important according to the internationalization of the Faculty. If the Dean is not affirmative about the internationalization of the Faculty, then the personnel will not be either. The Dean was seen as an encourager for the personnel to get involved with the internationalization of the Faculty. It was also seen important that the Dean should be a part of the Faculties international team.

The role of the central International Office divided opinions between the answerers. Mostly the central International Office was seen as a place where the common services are taken care of. One opinion was that the central International Office should be in a supportive role according to exchange possibilities

and training places, by organizing training for the supervisors. Another opinion was that the central International Office should be in charge of getting funding for the Internationalization, to develop the Internationalization processes at TU-AS and to be in contact with the Ministry of Education and the partner UAS and Universities abroad. Another opinion was that the central International office should be more involved with the services for the International Degree students and also be active in education export and other projects. It was also stated that the central International office was dominating too much the internationalization of the campuses.

7.4.2 Thoughts about the different teams that work for the internationalization

The role of the Faculties International team was seen as a team, which should develop, coordinate and make definitions of policy for the internationalization of the Faculty. The team should also

“Be aware of what is happening in the international field and also in the internationalization of the Faculty”

“Be a place to exchange information”

“To get support for new ideas”

“To spread the information through the Degree Programmes representatives to the other lecturers of the Degree Programme”

“Try to unify practices between the different Degree Programmes”

“Contributes the internationalization of the Degree Programmes”

“Put pressure on to the internationalization of the Faculty”

It was stated that without the team the Degree Programmes would know less about the international operations in the Faculty and it would be hard to recruit more lecturers to participate in the internationalization of the Faculty. Another

statement was that the functioning of the team depends very much on the Degree Programme representatives and how active they are.

The extended international team, that includes the International Relations Coordinators and Assistants, the personnel of the central International Office and the representatives of the Degree Programmes, was seen as a team where is good to share information about how internationalization is implemented in the other Faculties and to see colleagues from other Faculties. It is also a team where it can be possible to unify method between the Faculties and to find best practices. As negative side of this team was that the working is not effective, when every Faculties issues are dealt with together, the participants in the team change a lot and the team doesn't have any common big issues that could be worked on together.

7.4.3 Opinions about the current structure of the International services

In all the structure of the international services is functioning well and everyone is enthusiastic about internationalization. The central International Office was a place where the international contact persons can get help and support when needed. Still for some the central International Office felt unfamiliar and too dominating in some issues and it should also be more aware on how Faculties function. It was also stated that the administrative personnel is not familiar with the work of the lecturers or the curriculum and that is why some decided activities don't fit in to the reality of the Degree Programmes.

7.5 Key findings from the interview with the student union representative

In all s the students are satisfied with the International services at TUAS.

The internationalization which is about students exchanges and going abroad is showing well in the campuses, but the internationalization at home, where the students does not have to go abroad, does not show in the campuses. Oppor-

tunities about student exchanges are also informed very well in the campuses, but there is almost no information about the other ways for internationalization.

Students have been very pleased to the service from the International Relations Coordinators and Assistants. Still there are very few International Relations Coordinators in the campuses and that makes it hard to get an appointment with the Coordinator or Assistant when needed. The students might have to wait for two weeks to see the Coordinator or Assistant and then it might be too late.

It was stated that the students might not be aware of who the International contact person of the Degree Programme, because for students the tutor-teacher is the contact for everything.

The representative was sure that the students don't know what, is the central International Office and they does not have to know that either. The most important thing is that they know the International Relations personnel in their own Faculties.

Lectures that are thought in different languages are few. Students are usually pleased when they get a lecturer from abroad, but it has been noticed by the students that there are very few visiting lecturers and they are divided uneven between the Degree Programmes. It would also be beneficial for the internationalization at home and the students' employment situation if some of the substance lecturing would be though in different languages. This could also make it easier for the student to go abroad for exchange period.

Students have plenty of information in Messi about internationalization and the information is easy to find. The problem is that usually the information is difficult to understand because the content is written very complicatedly. Students need things to be explained very simply.

7.6 The new campus

There are plans, that TUAS would get a new campus building into the Kupittaa area, where are also located two other buildings where TUAS is operating. this

new campus will give a good opportunity to reorganize the International Services.

All the interviewed persons were asked about how the International Services should be organized in the new Campus. There were many opinions and ideas, but in all the new campus was seen as a possibility.

- ✓ the main opinion was that the International Services should be in a one place, so that it would be easy to reach and find.
- ✓ it was also stated that the ideal situation would be if the student office and the study counsellors would be nearby the International Services, for the students to have all the services close to each other.
- ✓ it should also be carefully considered what would be the best way to divide the tasks between the personnel of the International Services.
- ✓ many stated that the International Relations Coordinators should be specified according to the fields of the Faculties.
- ✓ it was also stated that the office space can't be an open-space office, because the Coordinators often deal with the students confidential issues.
- ✓ there shouldn't be any allocation between the exchange students and the International Degree Students, because it is confusing to the students.
- ✓ there was also mentioned that the International Degree Students should have their own study counsellor.
- ✓ few interviewed mentioned the possibility of a front office and back office-type of functions.
- ✓ some stated that the International Relations Coordinators should be near the Degree Programmes.
- ✓ it was also suggested that "TUAS should do benchmarking in some large Universities which have large campuses, to see how they have organized the International Services and how it is functioning"

There were also concerns among the interviewed that the Faculties, which are not in the new Campus, can't be left in an unequal position. Also if the International Services are in one office, how will the internationalization be connected to the Faculties functions? It was stated that the International Services should

be looked as a whole with the other student services at TUAS. Also it should be considered what the International Services should be doing.

7.7 Conclusion of the interviews

To commit the personnel to their job and to the organization, it is important to use good human resource politics, which includes competitive salary according to the field of work, other benefits for the personnel, possibility to learn and develop their skills, possibility to fit the work and family life, good management and interesting job. (Viitala 2013, 88)

The job descriptions between the International Relations Coordinator and the International Relations Assistant do not differ from each other at the moment. This makes the situation for them very unequal and unfair, because the salaries between these two titles differ significantly. Still according to the interviews all the interviewed parties see that there should be a difference between the job descriptions of these two titles, but the reality does not apply to that.

It is important to recognize especially the threatening and enervating factors of the employees work well-fare. The employees who suffer from stress are harmful for organizations in many ways. Stress causes sick leaves and the decreasing of effectiveness. Usually stress can effect on the quality and fluency of the functions in the organization. Burnout is one form of stress and it can develop if the employee has been overburdened for a long time. (Viitala 2013, 213,221)

The amount of the tasks of the International Relations Coordinator and the International Relations Assistant is massive and in long run it might have a negative effect.

Job stress is often caused by a multitude of factors such as changes in management, long working hours, barriers to career advancement, heightened competition, high pressure deadlines, work overload, excessive rules and regulations, lack of participation in decision making, new technology, inadequate support, conflicting demands from organizational stake holder and personal

conflicts. Stress results in a variety of physiological, psychological and behavioral consequences. (Nasuridin, Ramayah, Beng 2006, 116)

It was not seen important that the International Relations Coordinator and the International Relations Assistant would have an education background in the field that is thought in the Faculty. It was seen important that the person has a degree from a higher education institution and also some education in counseling.

The discussion about the location of the supervisor of the International Relations Coordinator and the International Relations Assistant brought up different opinions, but it was mainly seen positively when the supervisor is in the Faculty. Still no matter what the solution will be, the International Relations Coordinator and the International Relations Assistant will have two superiors; the Dean and the International Relations Manager.

All the Faculties are so independent and functioning so differently, that it makes a real challenge to implement common rules and functions for the internationalization of the Faculties.

The TUAS international team and the Faculties International team were seen important and useful. According to the interviews these both teams had a real focus in their function. The extended international team was seen as not an effective team, but still important one to meet colleagues.

Different strategies require different organizational capabilities and therefore different organization designs. The right design choices will increase the likelihood that you will be able to build the right organizational capabilities. Each design decision can be tested against the design criteria to determine if it will result in the desired organizational capabilities. There are three steps in translating the strategy into design criteria:

A. Identifying Success Indicators: What business results must the design achieve?

B. Understanding the Value Proposition: What are the organizational implications of our strategic focus?

C. Determining the Design Criteria: What are the organizational capabilities that the design must help our organization build? (Galbraith, Downey, Kates 2001, 25)

The current structure was seen as functioning and suiting well the current situation. There are strengths and weaknesses, like in every structure. The new campus will give a possibility to improve the functions at TUAS and to create a more sufficient organizational design for the International Services.

Change resistance will easily suffocate the invention in an organization and the thought will be focused more on the input than the outcome. Development will definitely be prevented with bureaucratic orders. It will also not bring very good results, if there are few people who are paid to do development. The most fruitful development is then, when the whole organization will keep an ongoing change process. (Hokkanen, Strömberg 2013, 74)

The mobility services for students are functioning well, but the internationalization at home is almost non-existent. There should also be considered the possibility of teaching some basic courses in different language, than Finnish, to decrease the barriers for students to go for an exchange period. It was mentioned in the interviews, that students should be guided to find out information themselves, for example from the intranet. The problem in the idea mentioned before is, that the information is written complicatedly, according to the student union representative, and that might be the reason why the students go to ask for guidance, rather than to read it from the intranet.

The new campus was seen to bring new improving possibilities for the International services, but there were also concerns that the faculties that are not located in the new campus might be left in an unequal position for example according to decision making and planning the international activities.

8 SCENARIOS FOR THE FUTURE

Because we cannot predict the future, it is necessary for us to think of different options for the future. In the language of the futurists, it is called making different scenarios, which means considering different futures. (Hiltunen 2012, 180-181) The fundamental tool for future watching is your own frame of thinking: your mindset. (Coote 2012,107)

Scenarios are not vision of the future or predictions. They are interpretations of what different courses of actions in the future can bring. The researchers have divided the scenarios in to different categories. It is often spoken from dystopia-, utopia- and business as usual- scenarios. These imply to the worst possible future, best possible future and to the situation that is almost the same as it has been. Scenarios can be divided also according to the odds and desirability, like for example possible, probable and the wished future. (Hiltunen, 2012, 181)

The basic meaning of scenarios is to help the board of directors to see the alternatives that are in the environment and to open their eyes for the new possibilities in the future. Although scenarios help also to prepare for different “risk futures”. (Hiltunen, 2012, 195)

There are different scenarios method as many as there are makers of the scenarios. Scenario process is before anything a tool to future learning in organizations. (Hiltunen, 2012, 184)

8.1 Making the scenarios

For the basis of the scenarios I will take the main objectives from the internationalization strategy made for the higher education institution by the Ministry of Education and from TUAS strategy of internationalization. Then I will look at the outcomes of the interviews and make the scenarios based of these two sources.

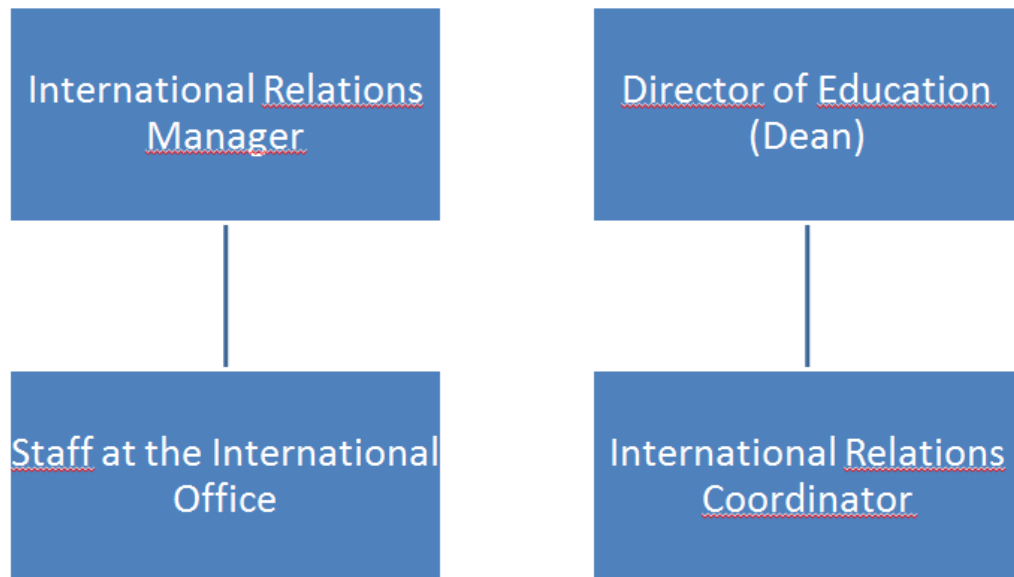
The main objectives are: (First the objective from the Ministry and under it the objectivity of TUAS)

- ✓ Increasing teaching in foreign language
 - studies offered in English through the Open University of applied sciences
 - The number of international degree programmes will be increased
- ✓ The number of non-Finnish degree students, researchers and teachers will be increased.
 - The number of foreign students and personnel will be increased.
- ✓ Internal services, administration and communication of higher education institutions are developed
 - International counselling and tutoring will be enhanced
- ✓ International cooperation and international networking
 - TUAS will deepen strategic collaboration with Hogeschool Utrecht
 - Together with business and other institutions in Southwest Finland, broaden its network of strategic collaborators to geographical areas that are important for exports.
- ✓ International mobility of students, researchers, teachers and other personnel will be increased
 - Student and practical trainee mobility, teacher and expert mobility and international collaboration projects which are increasingly carried out.

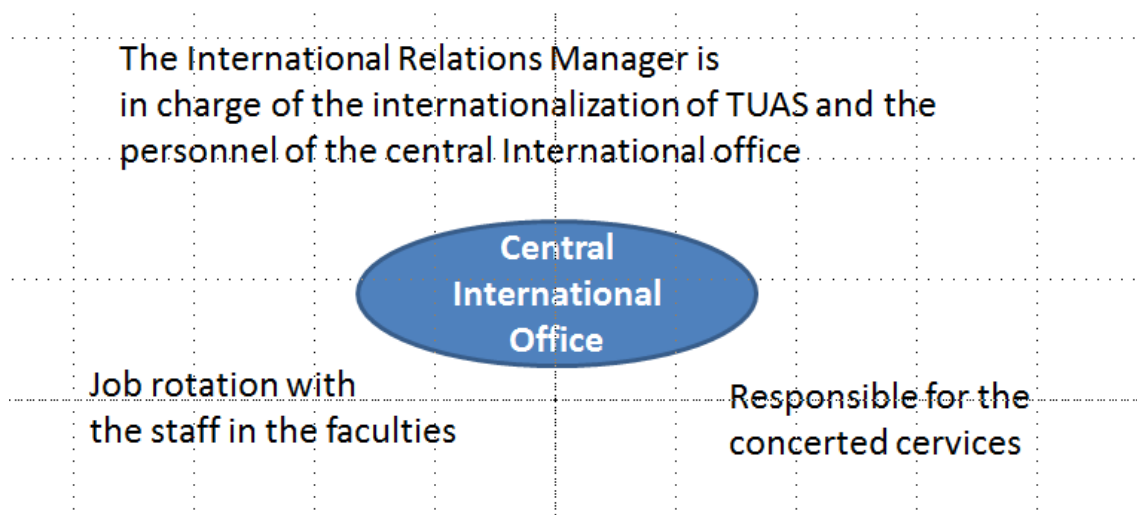
These are the main objectives that the International services of TUAS should achieve. As mentioned before the structure should be made so that it will support the strategy and through that the organization will receive their goals.

8.1.1 Scenario 1. Business almost as usual

Organization structure of the international services:



Different functions of the international services:



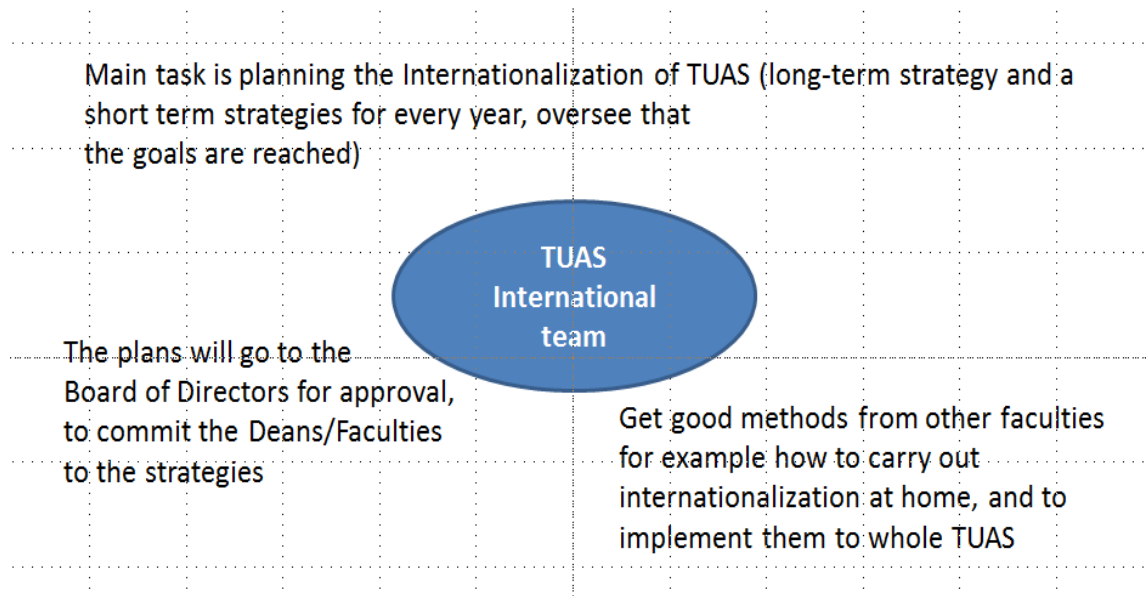
- ✓ secures equal services for students and personnel
- ✓ decreases overlapping work



- ✓ secures equal treatment for the students and personnel in the Faculty
- ✓ the International Relations Coordinator will have more time to concentrate on internationalization
- ✓ the International Relations Manager can look at all the personnel in international relations as a whole at TUAS
- ✓ students assistant receiving credits and for half of the time salary
- ✓ student assistant doing the routine work

When thinking about the strategies:

- this solution will increase mobility numbers, when the students have the students assistant who can concentrate on serving the students
- this solution will promote International cooperation and international networking, when there is a recruitment plan that supports the aims of the strategy. The recruitment will be done according to the needed expertise in the internationalization field.



- ✓ will follow that the goals are achieved
- ✓ will plan the focus areas of international cooperation
- ✓ the Internal services, administration and communication are developed, by spreading best practices between the faculties

The Dean and few managers should be participating in the team in addition to the other participants OR the Faculties Board of Directors should be the team. The International Relations Coordinator should be always a part of the team.



Will look that the strategy made by the TUAS International Relations team will be put in to practice in the Faculty

- ✓ to increase studies offered in English and international Degree programmes, when the team is planning the course possibilities together
- ✓ to increase International cooperation and international networking, when the team is supervising that the internationalization strategy will be put into practice

Aim is to bring together different people to develop internationalization and to get new ideas how to Internationalize TUAS



Participants: TUAS International team, Deans of the Faculties and RDI-representative, student union representative

- ✓ increase international cooperation and international networking, when planning the internationalization together
- ✓ can increasing internationalization at home, when benchmarking good practices from other faculties and making an implementation plan together

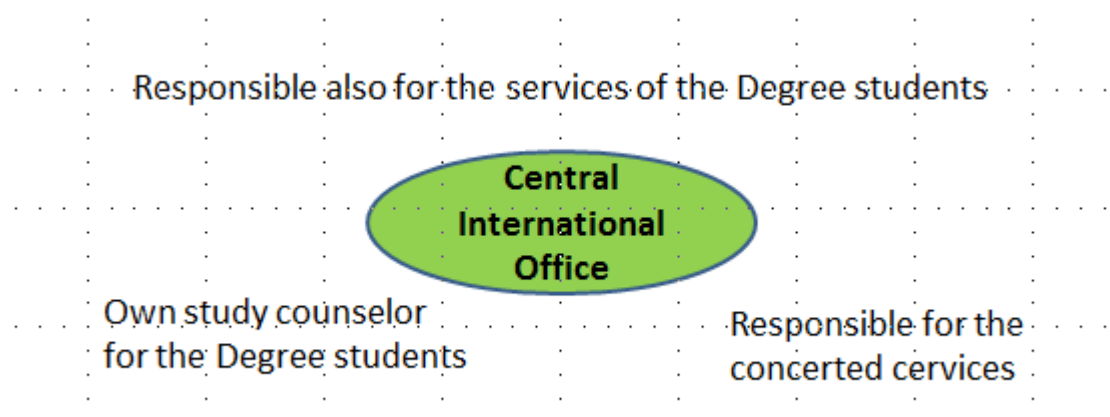
This scenario will give opportunity for job rotation between the personnel in International Relations, to decrease the fragility of the structure. The job rotation will help the personnel working for internationalization to substitute one another, and that makes the structure stronger. Equal job description for the International Relations personnel should be made centrally to secure equality and fairness. The recruiting of the International Relations personnel should be made together with the International Relations Manager to secure for TUAS to have the needed know-how for reaching the goals in internationalization. There should be a strategy for the recruitment of the International Relations personnel. Recruiting student assistant is to decrease the workload of the International Relations personnel in the faculty and to earning credits for their studies at the same time. The TUAS International team should develop the strategy of internationalization and the Faculties international team should be implementing the strategy in the faculty. At the moment and in this scenario there is missing the connection between the Deans and the International Office. My solution for this is the extended team, where the both parties can develop the internationalization of TUAS together. The cooperation with the RDI-department would also be significant.

8.1.2 Scenario 2. With the eyes of the student

Organization structure of the international services:



Different functions of the international services:

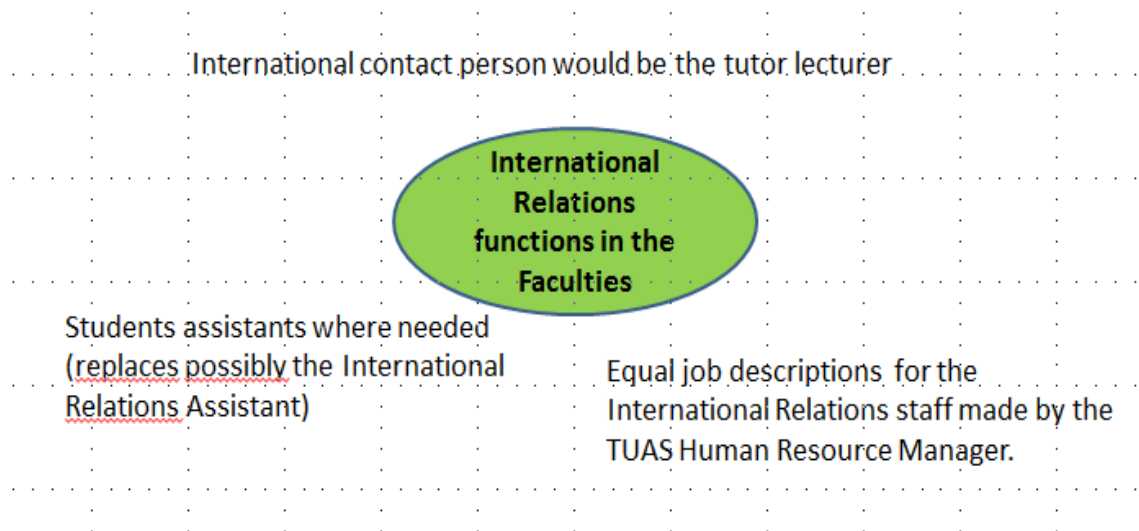


- ✓ secures equal services for students
- ✓ clarifying for the students, when all international students are served in one place

When thinking about the strategies:

- this solution can increase the number of non-Finnish degree students, when there are personnel, meaning the

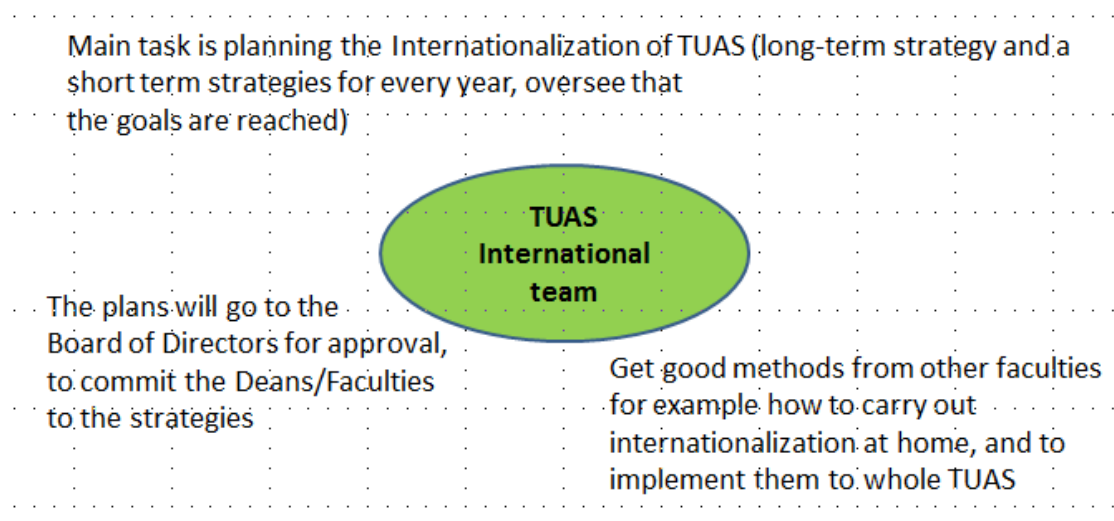
counsellor, that can only concentrate on the international degree students



- ✓ secures equal treatment for the students and personnel in the Faculty
- ✓ the international relations coordinators will have more time to concentrate on internationalization
- ✓ students assistant would receiving credits and for half of the time salary
- ✓ students assistant would be doing the routine work
- ✓ would upgrade the services for students, when the student assistant can concentrate to serve the students
- ✓ tutor lecturer as the international relations contact person would clarify the system for the students
- ✓ tutor lecturer is an expert in the field of study and she/he can help the outgoing and incoming exchange students when they have questions about the field of studies.

When thinking about the strategies:

- this solution can increasing mobility numbers, because student assistant can concentrate on serving the students and the International Relations Coordinator can concentrate on the staff
- this solution can increasing the internationalization at home services, when the International Relations Coordinator has more time to develop that function together with the student assistant



- ✓ will follow that the goals are achieved
- ✓ the Internal services, administration and communication are developed
- ✓ can increasing internationalization at home, when benchmarking good practices from other faculties

The Dean and few managers should be participating in the team in addition to the other participants OR the Faculties Board of Directors should be the team. The International Relations Coordinator should be always a part of the team.



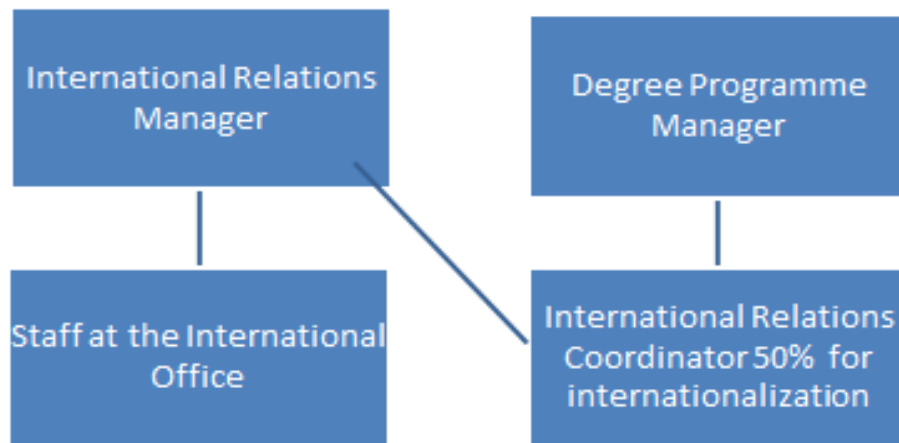
Will look that the strategy made by the TUAS International Relations team will be put in to practice in the Faculty

- ✓ to increase studies offered in English and international Degree programmes, when the team is planning and thinking about the course possibilities together.
- ✓ to increase internationalization at home

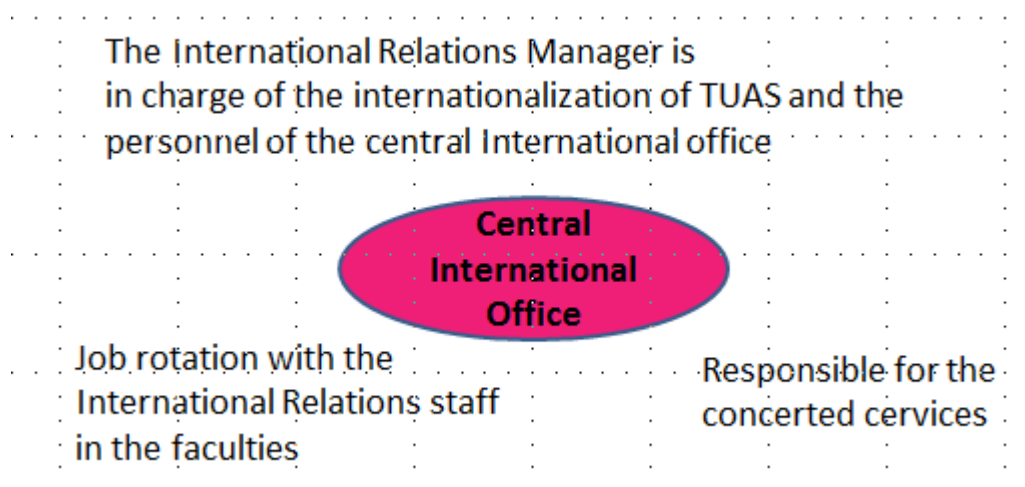
This scenario was made based of the interview with the student union representative. The most important development aspects were to increase the information flow of the opportunities for internationalization at home and to bring down the differentiation of exchange students and international degree students. These both aspects also help to achieve the goals in the strategy of the Ministry of Education.

8.1.3 Scenario 3. New possibilities

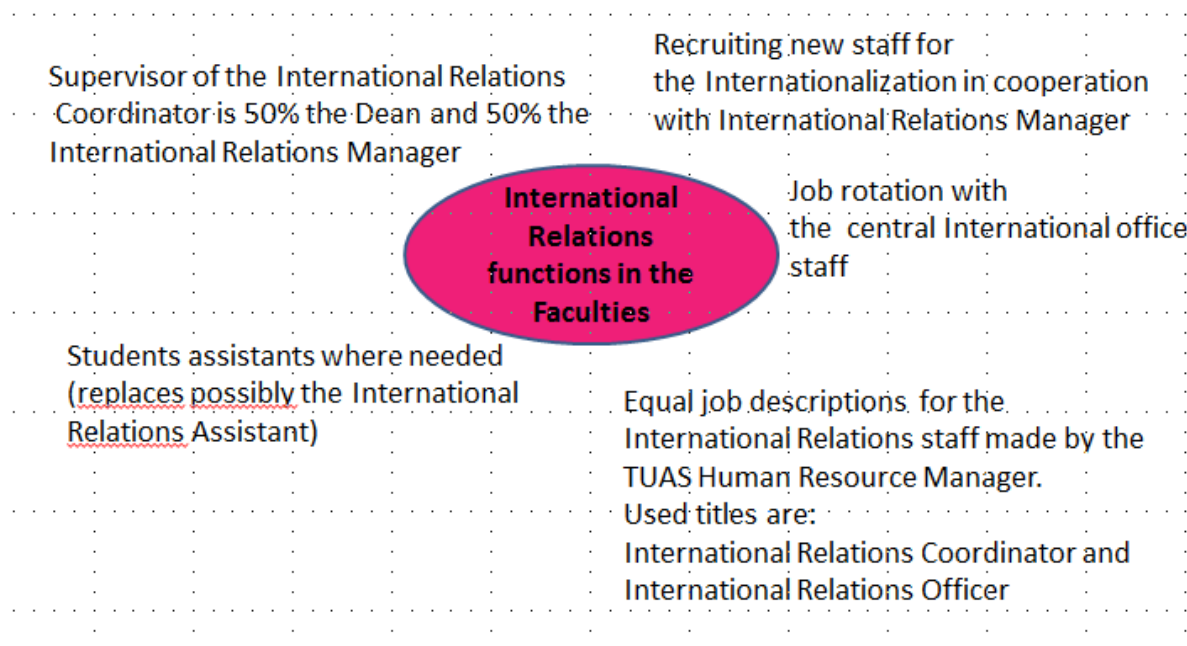
Organization structure of the international services:



Different functions of the international services:



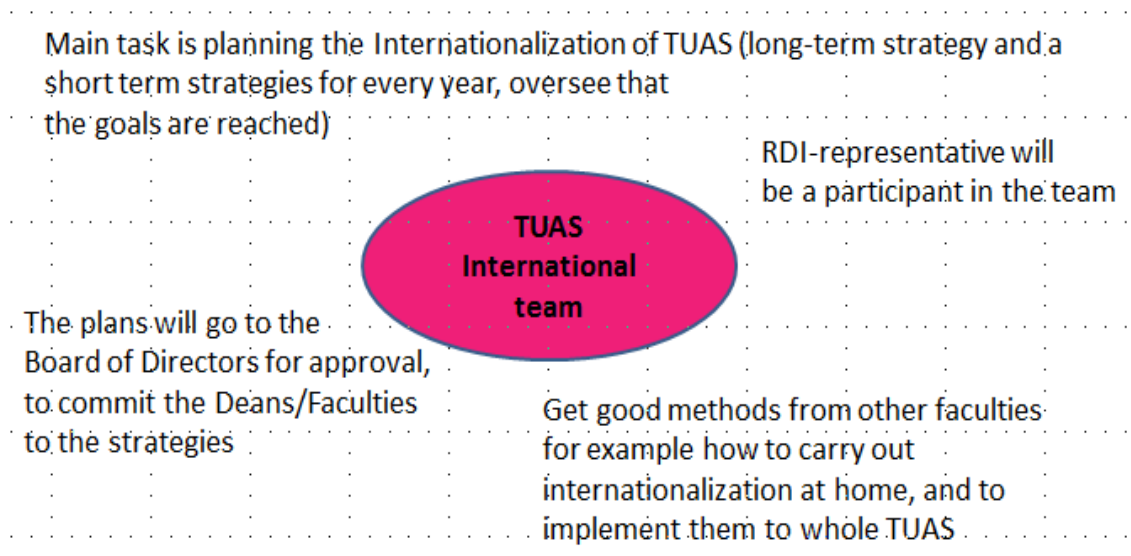
- ✓ secures equal services for all students and personnel
- ✓ decreases overlapping work
- ✓ job rotation helps secure the functioning, when there is a short period of lack of personnel



- ✓ secures that the students and personnel in the different faculties will be treated equally in the internationalization matters
- ✓ the international Relations coordinator will work 50% for the internationalization and 50% for other tasks of the faculty. The Salary will also be paid 50% from the International Relations Managers budget and 50% from the Faculty
- ✓ the international relations manager has an overlook of all the personnel in international relations and can see what know-how is needed and where
- ✓ students assistant will receiving credits and for half of the time salary
- ✓ student assistant will be doing the routine work

When thinking about the strategies:

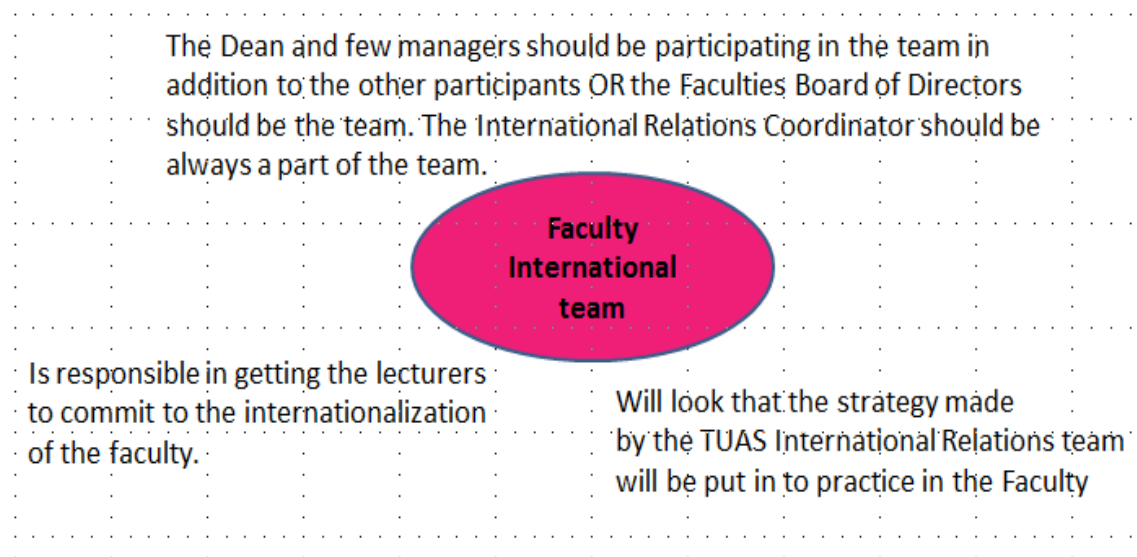
- this solution might decrease the mobility numbers



- ✓ Will follow that the goals are achieved
- ✓ RDI-representative will be a participant in the team and will further develop the cooperation between international relations and RDI at TUAS

When thinking about the strategies:

- international cooperation can be developed
- the Internal services, administration and communication are developed

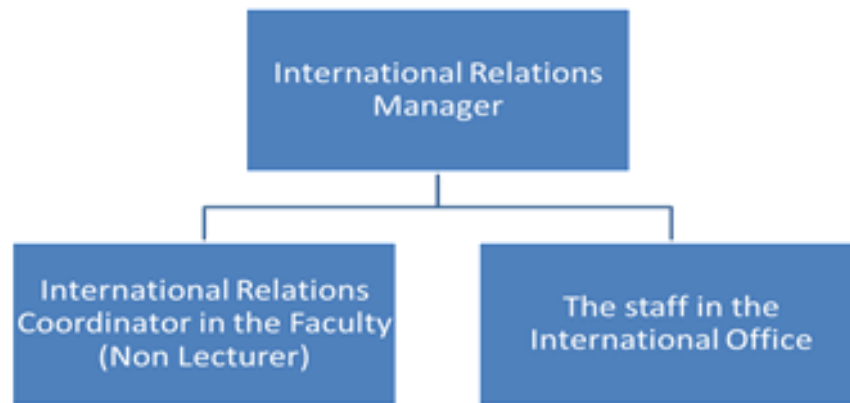


- ✓ to increase studies offered in English and international Degree programmes
- ✓ to increase international cooperation and international networking

This scenario was made to show different possibilities that the International services could have. The main point in this scenario is in the supervisor issue. In this scenario the personnel working in the faculties have two supervisors. In this scenario there is also shown the possibility that the extended international team will not exist.

8.1.4 Scenario 4. New campus

Organization structure of the international services:



Different functions of the international services:



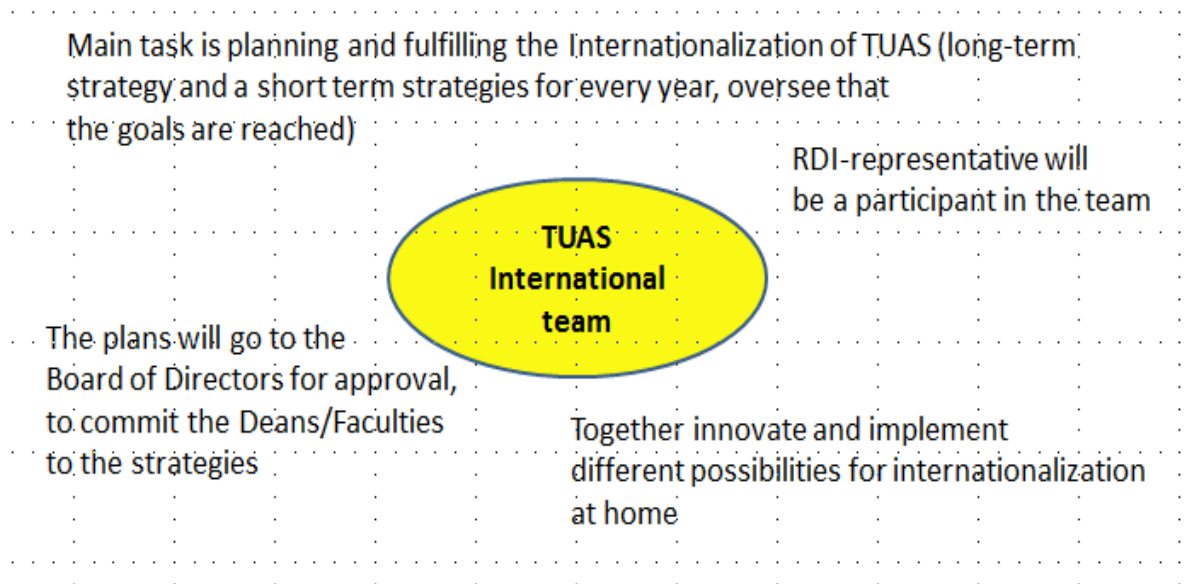
- ✓ international services is located in one place in the campus
- ✓ the jobs are divided according to increase effectiveness
- ✓ the International Relations Manager is in charge of recruiting new personnel

- ✓ every faculty has its own International Relations Coordinator, who is the contact person of the Faculties
- ✓ welcome services and a service point for the International Degree Students
- ✓ secures equal services for students and personnel
- ✓ decreases overlapping work
- ✓ student assistant will receive credits and for half of the time salary
- ✓ student assistant will be doing the routine work/possible person in the front office
- ✓ this solution will be clarifying for the students

(The ideal situation would be that the study counselors would be near by the International services and the Degree students would have their own study counselor)

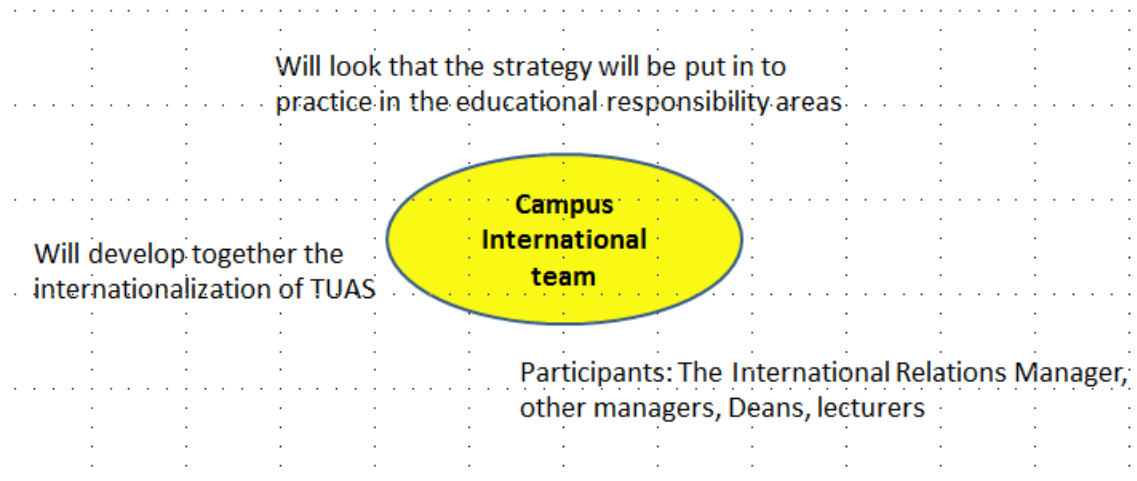
When thinking about the strategies:

- increasing mobility numbers
- International cooperation and international networking will be increased
- The number of non-Finnish degree students will be increased



TUAS International team

- ✓ will improve the international cooperation
- ✓ the Internal services, administration and communication are developed
- ✓ will develop the cooperation with the RDI and International Relations at TUAS



- ✓ to increase studies offered in English and international Degree programmes
- ✓ to develop international cooperation and international networking

This scenario show what kind of opportunities the new campus might give to the international services.

9 CLOSING STATEMENT

According to this research TUAS international services are partly functioning well and partly there are areas that should be developed. The mobility figures compared to other UAS and the Carpe partners, where good. Still behind-the-scenes there are functions that should be organized differently for the well-being of the staff, to make the functions more efficient and to take the students more into account. To help the situation, first of all there should be a clear and tangible strategy for the personnel to have a meaning on why they are working for internationalization. A long term strategy combined with short term strategies for TUAS internationalization would help to achieve the needed goals that the ministry is giving to the higher education institution.

Clear and common job descriptions and common practices would help make the international services function more efficiently. The current structure of the International services is very fragile in the case when one of the employees is away for a longer period. As mentioned before common job descriptions and job rotation between the International office personnel and the International Relations Coordinators would improve the situation.

The different teams that are working for the internationalization of TUAS should have a clear vision in why they exist and a mission that they are working on. A team should also work as a group, meaning that the tasks should be divided equally between the members of the team.

With only small changes there can be reached even better outcomes than with the current situation. And I presume that the aim is to get the International services to be more efficient and successful. For the larger changes, it should be considered, that what are TUAS's key functions in International services and where does TUAS want to be for example in the year 2020 according to International services.

The ideal situation is, when internationalization is no longer a separate function, but it is a part of TUAS everyday procedures.

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Interview questions

Interview questions for other Universities of Applied Sciences in Finland

The Universities of Applied Sciences that will be interviewed are Metropolia University of Applied Sciences (Helsinki), JAMK University of Applied Sciences (Jyväskylä), Tampere University of Applied Sciences (Tampere) and HAMK University of Applied Sciences (Hämeenlinna). These Universities of Applied Sciences have been selected, because they are as diversified and as large as Turku University of Applied Sciences. I will also interview Turku University, because they have reorganized their International Office recently.

The questions:

- Where is the International Services located in the organization structure of the University of Applied Sciences? To whom is the International Relations manager reporting?
- Objectives of the International Services, how is it supporting the UAS strategy?
- What kind of organizational structure do you have for the International Services? (centralized, decentralized...)
 - How long have you had this organizational structure for the International Services?
 - Why did your UAS choose this structure for the International Services?
 - What are the pros and cons of this structure?
 - Do you have plans to change this structure in the future?
- The amount of staff that is working for the International Services?
- What are the tasks of the employees that are working in the International Services?

- Funding of the International Services 2011 and 2012? (% cost of the overall budget + the faculties budgets for the Internationalization, if they have their own budget)
- The number of incoming and outgoing students during the years 2011 and 2012?
- The number of teacher and staff exchanges during the years 2011 and 2012 (incoming and outgoing, short term and long term)
- The number of international partner Universities of Applied Sciences that you have?
- Does the International Services do projects (for example research and development projects) or do you take part in other department's projects?
- How are the services of International degree-students taken care of? (guidance, etc.)
- Education export

Interview questions for the Carpe-partners

- Where is the International Services located in the organization structure of the University of Applied Sciences? To whom is the International Relations manager reporting?
- Objectives of the International Services, how is it supporting the UAS strategy?
- What kind of organizational structure do you have for the International Services? (centralized, decentralized...)
 - How long have you had this organizational structure for the International Services?
 - Why did your UAS choose this structure for the International Services?
 - What are the pros and cons of this structure?
 - Do you have plans to change this structure in the future?
- The amount of staff that is working for the International services?
- What are the tasks of the employees that are working in the International services?
- Funding of the International Services 2011 and 2012? (% cost of the overall budget + the faculties budgets for the Internationalization, if they have their own budget)
- The number of incoming and outgoing students during the years 2011 and 2012?
- The number of teacher and staff exchanges during the years 2011 and 2012 (incoming and outgoing, short term and long term)
- The number of international partner Universities of Applied Sciences that you have?
- Does the International Services do projects (for example research and development projects) or do you take part in other department's projects?
- How are the services of International degree-students taken care of? (guidance, etc.)

Interview questions for the University of Turku

- Where is the International Services located in the organization structure of the University of Applied Sciences? To whom is the International Relations manager reporting?
- What is included to the International services
- What kind of organizational structure do you have for the International Services? (centralized, decentralized...)
 - How long have you had this organizational structure for the International Services?
 - Why did your UAS choose this structure for the International Services?
 - What are the pros and cons of this structure?
 - Do you have plans to change this structure in the future?
- The amount of staff that is working for the International Services?
- What are the tasks of the employees that are working in the International Services?
- The number of international partner Universities of Applied Sciences that you have?
- Does the International Services do projects (for example research and development projects) or do you take part in other department's projects?
- How are the services of International degree-students taken care of? (guidance, etc.)

Interview questions for the International Relations Coordinators and Assistants

- What is your job description at the moment? (what are included to your job)
- What kind of job description should an international coordinator/assistant have?
- Are the working hours enough for the amount of work that you have?
 - What should be left out of your workload if the time isn't enough?
 - What should be left undone if the time isn't enough?
 - Do you need an assistant?
- What kind of study back ground should the international coordinator have in the faculty that you are working?
- Pros and cons of having the supervisor in your faculty?
- Pros and cons of having a centralized supervisor?
- The pros and cons of International team?
- The pros and cons of International team at the faculties?
- Pros and cons of this structure of the international services?
- How should the international services be organized in the new Campus?

Interview questions for the personnel of the central International Office

- What is your job description at the moment? (what are included to your job)
- Are the working hours enough for the amount of work that you have?
 - What do you leave undone if the time isn't enough?
 - What should be left out of your workload if the time isn't enough?
- Do you take part in any research and development projects?
- What should be the role of the central international office
- How should the tasks in the international office be divided?
- The pros and cons of International team?
- Pros and cons of this structure of the international services?
- How should the international services be organized in the new Campus?

Interview questions for the Directors of Education (Dean)

- What should be included to the international services/activities at TUAS?
- How is international services structured in your faculty?
- What is your role in the internationalization of the faculty?
- How is internationalization integrated to the teaching in the faculty?
- How is the internationalization integrated to the research and development of the faculty?
- What kind of role should the international coordinator have in the faculty?
- What kind of study back ground should the international coordinator have in the faculty or is that an issue?
- What kind of role should the international assistant have in the faculty?
- Pros and cons of international coordinators having the supervisor in your faculty from the faculty point of view?
- Pros and cons of international coordinators having a centralized supervisor from the faculty point of view?
- What is the role of the International team at the faculties?
- What kind of role should the central International office have?
- Pros and cons of this structure of the international services?
- How should the international services be organized in the new Campus?

Questions for the International contact persons in the faculties

- What should be the role of the International team in the faculties? (International team consists of International contact persons (teachers), international coordinator/ assistant, etc.)
- Does the Faculties international team contribute the internationalization of the degree programmes?
- What kind of role should the international contact person?
- What kind of role should the international coordinator/assistant?
- What kind of role should the central International office have?
- What kind of role should the Director of Education (Dean) have in the internationalization of the faculty?
- What are the pros and cons of the extended international team that meets two times in the year? (Extended international team consists of international contact persons, international coordinators/assistants, central international office staff, etc)
- What are the pros and cons of this structure of the international services?
- How should the international services be organized in the new Campus?
- Other comments you might like to give

Interview questions for the student union representative

- How does internationalization show in the campuses?
- How does internationalization show in the education?
- Are the students informed about the internationalization possibilities in the campuses?
- Has the student been encouraged to go to an exchange period abroad? Does the student know that there is a possibility to go for exchange abroad?
- What has been the reason for the student not to go for exchange period abroad?
- Has the student got the needed services from the International Coordinator or assistant? If not, why?
- Does the student know the contact person for internationalization in the degree programme?
- Does the student know what the central international office is?
- Is there enough information in the intranet- Messi and in the TUAS internet-pages about international services? Is the information easy to find?
- If the student has been for exchange period abroad, how has the process functioned?
- How should the international services be organized in the new Campus from the student point of view?